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ABSTRACT

The Center for Vocational Personnel Development at the University of Pittsburgh has provided preservice and inservice development of professional vocational education personnel for comprehensive high schools and area vocational-technical schools in the southwestern region of Pennsylvania since the mid-1970s. Although field-based, performance-based teacher education programs had been offered in the early 1980s, they have been phased out because of lack of response. The center will continue to conduct formal and informal needs surveys to determine when such off-campus courses are appropriate and will then offer them. The center has established programs fully approved by the Pennsylvania Department of Education for certification of supervisors and directors of vocational education, and has carried out the following component activities during the 1987-88 academic year: (1) center management, including fiscal and data records, advisory committee, the PITT NOTE newsletter, and the placement service; (2) performance-based teacher education; (3) supervisor's certification program; (4) director's certification program; (5) workshops and seminars; (6) occupational competency evaluations; and (7) research. (Details of these activities and evaluations within each component are reported separately in this document.) (KC)

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CENTER FOR THE DEVELOPMENT OF VOCATIONAL EDUCATION PROFESSIONAL PERSONNEL

Final Report

for

ACADEMIC YEAR 1987-1988
(July 1, 1987 to June 30, 1988)

(86-8018)

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION

DEPARTMENT OF INSTRUCTION AND LEARNING
CENTER FOR VOCATIONAL PERSONNEL DEVELOPMENT
4K03 Forbes Quadrangle
Pittsburgh, PA 15260

Submitted by

Dr. Ruth M. Lungstrum, Director

CE056583

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CENTER FOR VOCATIONAL PERSONNEL DEVELOPMENT

FINAL REPORT

for

ACADEMIC YEAR 1987 - 88

INTRODUCTION

The Center for Vocational Personnel Development (The Center) at the University of Pittsburgh (the University), a state-related University, has been operational since the development of the Center concept in the mid-seventies. This Center serves comprehensive high schools and area vocational-technical schools (AVTS) in the southwestern region of Pennsylvania in the preservice and inservice development of professional vocational education personnel. Specialty programs, such as those for director, supervisor, and teacher of cooperative education certification, are offered to promote and increase professionalism for all western Pennsylvania schools. As a vital component of a state-related university, the Center is supported by the University, by the community it serves, and by the Pennsylvania Department of Education.

The School of Education is now well established in its new organizational structure of three departments and two institutes. The three departments are Instruction and Learning, Administration and Policy Studies, and Psychology in Education; the two institutes are the Institute for Practice and Research in Education and the Institute for International Education. Vocational Education is a program in the

Department of Instruction and Learning. The Business Education and Marketing Education Programs also are part of the Department of Instruction and Learning.

Another major change in the School of Education is the phasing out of all undergraduate degrees, but not all undergraduate course work. The School is becoming a Graduate School of Education offering teacher and other professional educational certification and degree programs at the post-baccalaureate level. Some undergraduate work will be continued including that for vocational teacher certification.

The Vocational Education Program at the University of Pittsburgh is an active and integral part of the School of Education and in compliance with all the rules and regulations pertaining to all programs of the School. This includes all aspects of the vocational program: admissions, certification, and curricula leading to the certification programs, and the Master of Education degree (M.Ed.).

The B.S. degree, as previously mentioned, is being phased out and a proposal will be made whereby students currently in the program will be identified and given a fair amount of time in which to finish their degree requirements under the present program. Efforts will be made to establish a B.S. degree program in the School of General Studies/College of Arts and Sciences wherein vocational certification students may earn the B.S. degree using their professional development credits earned in the School of Education. The doctoral programs in Vocational Education (Ph.D. and Ed.D.) have been discontinued but all students in those programs are being allowed to complete their degree work. In the future, individuals seeking the doctorate may apply to one of the three new departments which replaced the previous department configuration in the School of Education.

During the 1980-81 school year, the Center became fully involved in a Field-Based, Performance-Based Teacher Education Program. In order to meet the needs of the students beyond the field-based program, outreach courses had been offered in the past by the vocational faculty of the Oakland Campus at the Johnstown and Greensburg Campuses and other sites in the University service region. By design, the two major off-campus sites for classes at Johnstown and Erie have been phased out and students in those areas are being served by the field-based programs by Pitt in the Johnstown area and by Indiana University of Pennsylvania in the Erie area. The attempt to offer off-campus courses on an occasional basis has been discontinued since a minimum number of students has not been available to offer such classes. The Pitt Center will continue to conduct formal and informal needs surveys to determine when such off-campus course offerings are appropriate and will, then, offer them. The Center has established programs fully approved by PDE for certification of the Supervisor of Vocational Education and the Director of Vocational Education. These programs involve students in a college setting, in a secondary setting, and in internship experiences.

Quality of education, as required of all programs in the School of Education, is carefully monitored by not only the Program faculty but also by the faculty governance/compliance committees of the School.

The Pitt Center has been funded for and carried out the following component activities during the 1987-88 academic year:

Center Management, including fiscal and data records, Advisory Committee, the PITT NOTE Newsletter, and the Placement Service

Outreach - Performance-Based Teacher Education

Outreach - Supervisor's Certification Program

Outreach - Director's Certification Program

Workshops and Seminars

Occupational Competency Evaluation

Research

The details of the activities and evaluations within the components are reported in those designated sections of this report.

Including in the Outreach - Performance-Based Teacher Education Component is also reported the personnel development activities conducted in traditional on-campus courses and the numbers of various certification applications processed during this past year.

HISTORY

The School of Education of the University of Pittsburgh was formally established on February 3, 1910. In fact, in its first year, the School of Education recognized the need for advanced training and improved educational workers already in service. Evening and Saturday classes and a Summer Session were scheduled for students seeking degrees at the undergraduate level and for the Master of Arts and Doctor of Philosophy degrees.

The Vocational Education Program at the University began as the Vocational Education Department with the passage of the Smith-Hughes Act in 1917, which provided federal money for training in agriculture, home economics, trade and industrial education, and teacher education. In 1918, five Pittsburgh department stores established the Research Bureau of Retail Training at Carnegie Institute of Technology. This Bureau was transferred to the University of Pittsburgh. During the 1930s, the Retail School became Distributive Education, later a part of the Vocational Education Department. In 1930, Dr. D.D. Lessenberry organized the Business Education Department to provide quality Business Education personnel. Upon passage of the Vocational Education Act of 1963, the University's Department of Vocational Education promoted the AVTS programs. The Vocational Education Department played a major role in the preparation of vocational teachers and administrators to staff the area vocational-technical schools and comprehensive high schools.

In the school year 1978-79, the Vocational Education Department of the University of Pittsburgh was designated one of the State's four Centers for the Development of Vocational Education Professional Personnel. The Center concept changed the funding pattern to the three previously funded universities and one new program, each having program approval for vocational certification programs. Prior funding was with block grants. The Center structure provided for funding specified approved professional development activities, known as components, with more accountability for outcomes than had previously been in place. The service area of this Center, for the field-based, competency-based vocational personnel preparation system, includes seven and one-half southwestern counties: Allegheny, Beaver, Cambria (Greater Johnstown Area), Fayette, Greene, Somerset, Washington, and Westmoreland.

Goals of the Center

The goals of the Center are commensurate with the mission of the University of Pittsburgh School of Education; in providing professional education preparation programs leading to certification and degree, conducting a wide range of research activities, and providing resources and services to the education community in southwestern Pennsylvania.

Center activities are guided by directives, guidelines, and related research which improve the quality and efficiency of activities and eliminate conflicting, unnecessary, or unwarranted activities. The Center Plan and the Center faculty and staff are committed to achieving the goals and objectives of occupational education as outlined in the components. They are also capable of flexibility to accommodate those of the comprehensive State Plan for Vocational Education in Pennsylvania.

A new goal within the Management Component is the establishment of a computerized information and communications network for faculty, field resource persons, and teachers and administrators in the field. With the recent generous grant for equipment, computers were purchased which then demanded the development and implementation of programs for use on the computers and the training of faculty and staff in the use of the systems. This work was begun this year. It will continue with more focused detail next year.

CENTER MANAGEMENT
Ruth M. Lungstrum
Center Director

The proposal for the 1987-88 Academic Year was prepared within the budget figure allocated to this Center prior to proposal preparation. The proposal was accepted without change.

Staffing

Faculty and staff were assigned duties to cover all component activities for which funding had been requested. In most cases, these duties were continuing assignments from previous years. The faculty responsibilities were as follows:

Ruth M. Lungstrum - Center Director, Outreach-PBTE Component Coordinator

Ona Kay Kinter -Center Assistant Director, Workshops and Seminars Component Coordinator

Jerry Davidson -Occupational Competency Evaluation Component Coordinator

John Lipps -Outreach-Director's Certification Component Coordinator

Frank Palmieri -Advisory Committee Coordinator

James Pellegrino -Outreach-Supervisor's Certification Component Coordinator

Ed Brown -Outreach-PBTE Field Resource Person

Don Dickey -Outreach-Director's Program Field Resource Person

Janice Dominico -Outreach-PBTE Field Resource Person

Ed Frick -Outreach-PBTE Field Resource Person

Donald Irwin -Outreach-PBTE Field Resource Person

Fiscal accounting is done through the Office of Grants and Contracts Administration, a University office, and by Mrs. Carole Bost, Administrative Specialist in the Department of Instruction and Learning. Mrs. Bost maintains current, accurate records of Center expenditures and works with the Center Director in providing data and expenditure status and forecasts regularly throughout the fiscal year.

Other data of Center activities are gathered an tallied in various ways, using lists, logs, rosters, etc. as appropriate to the particular data needed. These data are usually associated with specific component activities and are gathered by the faculty and staff associated with each component.

Management

THIRD-TERM ADDENDUM CONTRACTS

The School of Education has adopted a two-term schedule for all faculty and designated the Fall and Winter terms (September through April) as the regular terms. All professional activity scheduled for May through August must be covered by addendum contracts. This policy caused some necessary adjustment in the planning and proposal budget in order to cover necessary on-going third-term activities such as the June Occupational Competency Evaluation, the continuation of the Performance-Based Teacher Education Program, and some workshops through May and early June, admissions and readmissions and advisement/enrollment of students on a greatly reduced schedule during May, June, and late August.

SEPARATION OF RESPONSIBILITIES FOR CENTER DIRECTOR AND PROGRAM COORDINATOR

In September 1987, the Department Chairperson of Instruction and Learning, of which Vocational Education is a program area, appointed Dr. James Pellegrino as Program Coordinator, retaining Dr. Ruth Lungstrum as Center Director. There remained some confusion of what functions belong to which role since Dr. Tom Bicanich had been appointed Program Coordinator for January through August, 1987. Originally the Center Director would be responsible for all activities funded by the Center and/or pertaining to the Vocational Instructional I and II Certification program. That definition has not been a complete solution to the confusion. Time and experience will work out the identification of responsibilities of the roles.

REGULAR FACULTY MEETINGS

The Program/Center faculty has met on a regular basis, usually two or three times per month, as business and needed decisions dictated. A secretary, Mrs. Stella Foust, has taken minutes at these meetings in recent years and copies of those minutes are on file in the Center Office.

PROFESSIONAL ADVISORY COMMITTEE

Dr. D. Frank Palmieri

INTRODUCTION

The Center for Vocational Personnel Development continues to operate with a Professional Advisory Committee, coordinated this year by Dr. Frank Palmieri. The membership includes local vocational administrators, representatives from business, industry, and community and government agencies. There is also a student member. A recommendation from last year was to reduce the size of the committee to a more manageable size for easy interaction. This was done by retiring members whose term had been completed.

ACCOMPLISHMENTS

The Committee met one time during the year which was on April 21, 1988 at Bethel Park High School, Administration Building. The meeting was well attended, with 20 members and faculty in attendance.

The Professional Advisory Committee 1987-88 Handbook was developed through the joint efforts of Dr. Palmieri, the incoming Committee Chairperson, Mrs. Constance Laign, and the Center Director, Dr. Ruth Lungstrum. Much of the Handbook remains the same each year with the exception of the heart of the entire activity — the goals and objectives for a given year. The Handbook was mailed to the Advisory Committee members with a letter of invitation to the meeting of April 21, 1988 (see Appendix 5).

A copy of the Handbook (Appendix 1), meeting minutes (Appendix 2), and the Agenda (Appendix 3) are in this report section. Evaluation/recommendations completed by Advisory Committee members on a reaction form were solicited (see sample, Appendix 4).

The Advisory Committee was asked to react and make suggestions about the following primary discussion areas:

1. Center Computer Projects, Panther Tech

   The primary service areas offered to Vocational Education Directors are a) "Electronic mail" for two way communications, b) "Research Tools" for data bases, and c) Job Placement Service to access qualified vocational job seekers.

2. Recruitment Component of Center

   Discussed was the need to attract qualified people to vocational education. As new programs are approved, new brochures will be developed and programs promoted. A departmental tracking system of inquiring students will be developed with pre-admission advising. Good suggestions were made.

3. PDE Certification Review

   Reviewed by John Lipps were curriculum materials developed for courses to meet the new State Department of Education standards.

4. Needs Assessment

   Discussed were the various forms which will be developed and mailed to vocational directors and teachers regarding the need for replacement teachers, trends in certification areas, and workshops. Many good suggestions were made.

Certificates of appreciation were sent on August 8, 1988 as a follow-up to four members with expired terms of office:

Dr. Alice Carter
Mr. Robert Lamping
Mr. Donald Lucas
Ms. Marsha Rice

A sample letter is found in Appendix 6 and a copy of the certificate is included in Appendix 7.

As a following to the activities of the advisory committee a letter (see Appendix 8) was sent to the members on August 8, 1988 with Labor Market Statistics which the University of Pittsburgh provided to the members as promised. Mr. William Ceriani, Labor Market Analyst, Pennsylvania Job Services, provided the data and Dr. Palmieri assembled duplicated, and distributed the information.

APPENDIX 1

UNIVERSITY OF PITTSBURGH

VOCATIONAL EDUCATION PROGRAM

PROFESSIONAL ADVISORY COMMITTEE
1987-88 HANDBOOK

STRUCTURE

Name of Group

Advisory Committee for the University of Pittsburgh Vocational Education Program.

Purpose

To serve in an advisory capacity to the Vocational Education Program faculty assigned to the Vocational Education Program at the University of Pittsburgh.

Membership

The Advisory Council voting members shall be broadly representative of individuals interested in vocational education and shall include:

1. teachers from different vocational areas, principals, superintendents, directors, and other professional employees of local education agencies and private schools;
2. department chairpersons and teachers from institutions of higher education (The University of Pittsburgh faculty members are advisors);
3. business, industry, and labor leaders including representatives from the Bureau of Employment Security and the Department of Education;
4. individuals from fields of professional competence in dealing with students needing special education (a) because of physical or mental handicaps, specific learning disabilities, severe educational disadvantages, and limited English proficiency or (b) because they are gifted or talented, and of professional competence in guidance and counseling; and,
5. school directors, legislators, parents, students, and other interested members of the public.

Appointments

The University of Pittsburgh vocational education faculty and the officers of the Advisory Committee have the opportunity to propose new prospective members to the membership committee.

Term

Appointments will be for a three-year term with reappointments being possible. The membership will rotate resulting in one-third of the members being replaced each year. The Advisory Committee will not have more than one member from the same agency on the Committee at the same time.

Duties of Officers

CHAIRPERSON

The chairperson will be elected from the recommendations of the Membership subcommittee. Persons nominated for this position should have served at least one year on the Advisory Committee. This is a leadership position and knowledge of vocational education will be a secondary consideration. The term of office will be for one year and will begin with the first meeting of the new school year. The chairperson will serve no more than two successive terms in this position. The chairperson will be responsible for the planning and operation of the meetings in accord with the work of the subcommittees.

VICE-CHAIRPERSON

The vice-chairperson will be elected from and by the committee membership for a one-year term. He/she will assume the duties of the chairperson during absences. Also, the vice-chairperson will assist the chairperson as needed.

Subcommittees of the Advisory Committee

Subcommittee of the Advisory Committee will be appointed by the chairperson to accomplish the purposes of the Advisory Committee as needed.

NOMINATIONS-MEMBERSHIP SUBCOMMITTEE

Persons appointed to the Nominations-Membership Subcommittee will include the immediate past chairperson of the Advisory Committee, and Advisory Committee member selected by the past chairperson, the current chairperson, and a member of the Advisory Committee selected by the current chairperson. Nominations and elections will be conducted annually, by the membership acting on the recommendations of the subcommittee.

REPORTS SUBCOMMITTEE

The Reports Subcommittee will meet prior to each Advisory Committee meeting to recommend agenda items for the Advisory Committee meetings. They will also review the structure, the goals of the Advisory Committee, and assist in developing the final report of activities to be included in the annual report of the Center for Vocational Personnel Development.

TASK FORCE

A Task Force will be established to meet needs as they arise, and convene to action on that need and report at the general meeting.

Special Committees

At least one member of the Advisory Committee may be appointed to serve on Special Committee organized for the University of Pittsburgh center activities operation.

CENTER VOCATIONAL ADVISORY COMMITTEE

The Center Advisory Committee will advise the center coordinator in the operation of the Vocational Certificate Program activities.

SUPERVISOR ADVISORY COMMITTEE

The Supervisor Advisory Committee will advise the faculty coordinator in the operation of the program's activities.

ADMINISTRATOR ADVISORY COMMITTEE

The Administrator Advisory Committee will advise the faculty coordinator in the operation of the Director Certificate program's activities.

PERFORMANCE-BASED TEACHER EDUCATION (PBTE) COMMITTEE

The PBTE Advisory Committee will advise the faculty coordinator of the Center in the operation of the program's activities.

MARKETING EDUCATION PROGRAM ADVISORY COMMITTEE

The Marketing Education Advisory Committee will advise the Marketing Education program coordinator in the operation of the Fifth Year certification program and the Masters degree program activities.

PROFESSIONAL ADVISORY COMMITTEE MEMBERS

1987-1988

	Years of Appointment
Mr. Roger Apple Director Steel Center AVTS 565 Lewis Run Road Clairton, PA 15205 469-3200	2
Ms. Bernice Austin 2417 Orlando Place Pittsburgh, PA 15235	1
Dr. Fred Bartok Acting Executive Dean Community College of Allegheny County 110 Pines Plaza 1130 Perry Highway Pittsburgh PA 15237 366-7000	2
Dr. Ralph Benson Western Region Voc. Ed. Field Service Diamond Building 106 A. Main Street Ligonier, PA 15668 238-9526	2
Dr. Alice Carter Education Director Urban League of Pittsburgh 200 Ross Street Pittsburgh, PA 15219 261-1130	1
Ms. Constance B. Laign Director Vocational Education Bethel Park High School 309 Church Road Bethel Park, PA 15213 833-5000	1
Dr. Dick Coe Director of Training and Education GPU Nuclear Corp. Parsippany, NJ 08054 (201) 299-2424	2
Mr. Louis Dimasi Director Penn Technical Institute 100 Ninth Street Pittsburgh, PA 15222	2
Mr. Pat Guzzi Director Highlands Senior High School Idaho at Pacific Avenue Natrona Heights, PA 15065 226-1000	3
Mrs. Bonnie Herron Instructor Keystone Oaks High School 1000 Kelton Avenue Pittsburgh, PA 15216 571-6036	1
Mr. William Ceriani Labor Market Analyst PA Job Services 300 Liberty Avenue Room 1307 Pittsburgh, PA 15222 565-5350	2
Mr. Robert Lamping 181 Baker Drive Pittsburgh, PA 15237 366-1257	2

	Years of Appointment
Mr. Donald Lucas Unimation Division Westinghouse Electric Corp. Box 160 Pittsburgh, PA 15230 788-5133	1
Dr. Ronald M. Sheba Director N. Fayette AVTS Locust Street Ext. Connellsville, PA 15425 626-0236	2
Ms. Carol Veal Minority Business Administration 522 City County Building Pittsburgh, PA 15219 255-8804	2
Ms. Jackie Visnich Distributive and Marketing Student 4M03 Forbes Quad University of Pittsburgh Pittsburgh, PA 15260	1
Dr. Fred Monaco OVT Centre 635 Ridge Avenue Pittsburgh, PA 15212 323-3160	2
Ms. Marsha Rice Director Customer Services Training U.S. Air Learning Center 2800 Beaver Grade Road Coraopolis, PA 15108 262-7451	1
Dr. Thomas Turnbaugh Director Parkway West AVTS RD #1 Box 421 Oakdale, PA 15071 923-1772	2

UNIVERSITY OF PITTSBURGH

VOCATIONAL ADVISORY COMMITTEE GOALS 1987-88

The purpose of the Vocational Education Professional Advisory Committee is to advise the Vocational Education Department at the University of Pittsburgh. Members of the Committee will suggest program changes to solve identified issues and problems. The major objectives for the 1987-88 committee address the themes as follows:

1. Promote maintenance of the preparation of vocational education personnel within the Department of Instruction and Learning at the University of Pittsburgh.
2. Continue to improve the public image of Vocational Education.
3. Continue to develop contacts and nurture relationships with unions, business, and industry.
4. Identify business, industry, and post-secondary organizations for which the Vocational Education Program could attempt to recruit individuals interested in teacher certification and/or advancement degrees.
5. Assist in the interpretation of the most recent needs assessment completed by the center and assist in planning for the next needs assessment of the centers service area, the 7 1/2 county areas in Western Pennsylvania.
6. Assist in identifying topics for feasible needed research in vocational education related to personnel development.

Activities to Accomplish the Objective

1. Attend two annual meetings of the Advisory Committee.
2. Recommend printed material and information concerning Vocational Teacher Education to improve Public Relations image and recruitment.
3. Maintain communications between the University of Pittsburgh Advisory Committee and representative(s) of the State Vocational Advisory Council by having a representative of the State Advisory Council attend the Vocational Advisory Committee meetings.
4. Attend hearing(s) of the Pennsylvania Advisory Council on Vocational Education.
5. Keep informed of labor market needs by recommending appropriate guests for meeting agenda items.

6. Serve as a member of a subcommittee to assist with the work of the Advisory Committee.

7. Suggest items that the Vocational Education Program faculty could consider to be of more service to our clients.

8. Suggest appropriate topics for research to meet current problems and issues in vocational education.

Rationale for Use of Activities

First Meeting

Explanation of revised goals and establishment of activities.
Assign responsibilities to subcommittee.

Second Meeting

Reports of subcommittees and special committees.
Election of officers.

Philosophy of the Faculty Concerning the Vocational Education Professional Advisory Committee

1. The faculty recognizes the need to operate with the Advisory Committee as a means of improving specific programs and improving the Vocational Education Program.

2. The faculty recognizes the need for an Advisory Committee Faculty Coordinator to:

    a. Coordinate the activities for the committee.

    b. Seek items from the faculty for the Reports Subcommittee which meets mainly for planning purposes.

    c. Provide input for the agenda of the Advisory Committee meetings.

    d. Develop informational and operational material to be mailed prior to the meetings and at the meetings.

    e. Develop the final report of the Advisory Committee.

3. The faculty needs to request outcomes of the Subcommittees' and Special Committees' meetings.

4. The faculty needs to involve Advisory Committee members' appointments to active subcommittees for specific duties and problems, and/or hear their reports.

5. The faculty will attend regular meetings as scheduled.

6. The faculty will follow well-planned agendas that have been mailed in advance to members.

7. The faculty needs to show appreciation and recognition to Advisory Committee members for their voluntary participation and achievement. Every opportunity should be taken for recognition.

Forms for Feedback

1. "Advisory Committee Reaction Form" (Gold)
   This form will be presented at meetings with main agenda items printed on the left side.

2. "Purpose and Result of Meeting" (Yellow)
   This form should be used by all Special SubCommittees when an agenda and minutes are not available.

University of Pittsburgh
School of Education
Vocational Education Program

PROFESSIONAL ADVISORY COMMITTEE MEETING
Bethel Park High School - Administration Building
April 21, 1988

Mrs. Connie Laign, Committee Chairperson, convened the meeting at 9:00 a.m. at the Bethel Park High School Administration Building on April 21, 1988.

Those in attendance were:

- Mr. Robert D'Allesandro
- Ms. Bernice Austin
- Dr. Ralph Benson
- Mr. Edward Brown
- Mr. William Ceriani
- Dr. Richard Coe
- Dr. Jerry Davidson
- Mr. Edward Frick
- Mr. Carl Hoburg
- Dr. S. Hartley Johnston (for Dr. Fred Bartok)
- Dr. Ona Kay Kinter
- Mr. Frank Kwolek
- Mr. John Lipps
- Dr. Ruth Lungstrum
- Mr. Lee Miles
- Dr. Fred Monaco
- Dr. Anthony Nosal
- Dr. Frank Palmieri
- Dr. John Schell

Mrs. Connie Laign welcomed all members and asked that they introduce themselves. She also asked for a moment of silence in memory of Advisory Committee Member, Mr. Pat Guzzi, recently deceased.

Approval of Minutes

The minutes of the April 24, 1987 meeting were approved as written.

SUB-COMMITTEE APPOINTMENTS

Mrs. Connie Laign announced that the choosing of the sub-committee appointments will be postponed until next fall. She expressed the hope that there would be volunteers for the sub-committees. She asked members to give some thought to what service the Committee would like to offer next year. The meeting was turned over to Dr. Frank Palmieri, Coordinator of the 1988-89 Vocational Education Advisory Committee of the University of Pittsburgh. Dr. Palmieri presented certificates to the following members who have served on the Committee: Mr. Don Lucas of Westinghouse, now retired; Ms. Marsha Rice of USAIR (could not attend meeting because of work obligations); Mr. Robert Lamping, recovering from heart surgery; and Mr. Pat Guzzi, whose certificate will be mailed to his family.

CENTER COMPUTER PROJECTS - ODAS/PANTHER TECH

Mrs. Laign introduced Dr. John Schell, University of Pittsburgh, who is in charge of the Center Computer Projects for the Vocational Education Program. Dr. Schell explained what is being done at the University on computer projects. Handouts were distributed explaining ODAS. ODAS stands for the Occupational Data Analysis System and is a database of 23,000 occupational tasks stored on a main frame computer at Michigan State University. Dr. Schell further explained that ODAS is invaluable to vocational educators. It can be used to develop curriculum, cluster programs, identify skill requirements of jobs and the level of education and training required, describe a person's skill background, develop appropriate retraining program for individuals, develop performance tests, and more.

He announced that the electronic age has come to Western Pennsylvania Vocational Education Programs. In February of this year, vocational educators were able to access PANTHER TECH, a telecommunications network that provides the latest information about Pennsylvania Vocational Education and a variety of other services.

The primary services of Panther Tech are: Electronic-Mail (E-Mail); Research Tools; Job Placements Services. (See attached sheet). To access Panther Tech, the only equipment needed is an IBM compatible computer with a modem and a printer. Panther Tech is accessible 24 hours a day. Further information was given on the Panther Tech Communication and Data Base system. Dr. Schell is in the process of writing competency-based curricula and is working on major kinds of resources for faculty or anyone calling in for information. He discussed the Job Placement facet of Panther Tech, as well as the Data-base which is based on student records. He stated that the Field Resource Person can set up student records and add information from remote locations. The main computer at the University is available 24 hours. It is already connected to faculty phones. Reporting will be enhanced by this system. Dr. Palmieri commented on the advantage of this accessibility and the value of communications and personal contacts as a result of this system. Training obligations are to get into the field and alert people on what can be sent by the computer.

Dr. Kinter stated that Dr. Schell will be setting up the format and copy for the PITT NOTE, the Program's newsletter.

Marketing Education is working with the Pennsylvania Department of Education for developing software for Marketing Education. Dr. Schell and Dr. Palmieri have developed computer software for documenting competencies relative to Chapter 6.

Dr. Schell introduced Mr. Carl Hoburg, a computer consultant in the Vocational Education Program. A demonstration was given by Mr. Hoburg accessing the screen to get into the University computer. His demonstration was on the E-Mail Communications system - how to access it, use it, and its options. He also demonstrated Panther Tech as a research tool explaining the SPSS - Statistical Package for the Social Sciences, stating that it is a very popular package. He showed a chart of the Scope of Instruction on Marketing Education. He demonstrated the specific competencies on identified areas. The Scope of Instruction was developed by Butch Blyler of the Pennsylvania Department of Education, Dr. Ona Kay Kinter, and other people on the committee. Mr. Hoburg will be developing a student record system to incorporate IDECC competencies.

RECRUITMENT COMPONENT ON CENTER - Dr. Lungstrum

Dr. Lungstrum stated that through a one-time grant for equipment, the Center was able to purchase portable computers for the field resource people and that every faculty member in the Vocational Education Program has a computer. She discussed the Center's responsibility for personnel certification, and the reopening of a recruitment component. In recruitment, there is a need to attract qualified people, discuss requirements, and the advantages and possibilities of being a vocational education teacher.

Regarding data base information, Dr. Lungstrum stated that the Program will review VEMIS data to project needs for new teachers, determine new certification areas of the future, and develop brochures. She asked for suggestions and recommendations from the Advisory Committee. Dr. Hartley Johnston asked why certification requirements are less than that of an academic teacher. Dr. Lungstrum responded that certification between vocational education and academic teachers is relative to funding, work experience and required occupational competency testing.

Mrs. Laign stated that her school has gone to an eight-period day and she has seen an increase of interest in vocational education. People now want dual certification, to be ready for alternative jobs.

PDE CERTIFICATION REVIEW - Mr. John Lipps

Mr. Lipps spoke on the Pennsylvania Department of Education Certification Review, emphasizing the following:

1. Design certification program to address all state standards
2. Identify all competencies that are appropriate
3. Identify objectives, courses, description
4. Develop new professional knowledge test
5. Develop new syllabi to meet state standards
6. Develop higher level competencies and new competencies
7. Identify academic courses to pass general and basic skills
8. Develop a ten-page matrix
9. Develop competency guide sheets

All of these reflect the new state standards. Mr. Lipps explained the Director's Certification Program. He informed members that he has materials available for interested Committee members. He commented that new standards required new things.

Dr. Lungstrum informed the Committee that Mr. Lipps did the best job on documentation after the recent certification review by the Pennsylvania Department of Education. The Committee members applauded Mr. Lipps for his fine efforts.

NEEDS ASSESSMENT - Dr. Frank Palmieri

Dr. Palmieri stated that several kinds of questionnaires are to be developed and mailed. The grand scheme is to put into place a needs assessment questionnaire. There should be two questionnaires, one for administrators and one to students. He announced that there will be a different questionnaire in the Fall. This questionnaire will go to teachers and administrators to cover workshops and seminars. The Center will sponsor 24 workshops for this year. The survey will ask for many general questions and concerns, including certification. He stated that now that ODAS is an on-going service, teachers can get competency-base curriculum an assessment. He asked members to let him know if they have any suggestions, questions, or ideas relative to needs assessment on timing and clientele.

Dr. Tony Nosal, Director of the Western Region Vocational Education Field service located in Ligonier, stated that he wanted to especially thank Dr. John Schell for the work done with IUP and the Western Field Office (22 counties), on the six workshops that were held for teachers. Dr. Nosal stated that the impact that was made at that workshop was so great that it is still felt and it is a great boon to teachers. He stated that 600 people were reached in those six workshops. Dr. Schell received an ovation for his workshops. Comments and discussion followed.

ELECTION OF 1988-89 OFFICERS - Mrs. Connie Laign

Due to the fact that this is the only meeting being held, the election of officers will be left to the Executive Committee. Mrs. Laign asked that members please hand in their name if they plan to serve. She also asked for recommendations for the Fall meetings. Members were in favor of the meeting being held in late October, preferably the third week. Tentative date will be Friday, October 21. The date for the Spring meeting will be set at the October meeting.

Mr. William Ceriani informed Dr. Lungstrum that the Industry and Occupational Projections are now available, and the he has limited copies available. Dr. Lungstrum stated that germaine topics can be taken out and duplicated for sharing with Committee members and local directors. Whe will then have them mailed out to the schools. Dr. Hartley Johnston, Community College of Allegheny County, stated that a technical center was recently opened at Neville Island by the Community College. He invited anyone interested to come down and visit the training center. Dr. Schell suggested that perhaps the next meeting could be held there. Dr. Johnston can be reached at 369-3618.

Dr. Richard Coe spoke on getting help from field and administration. He stated that it is important to ask the right questions, include cross-section, build topical areas, industry endorsement, regional office to help collect data structure around what is really happening out there.

Dr. Lungstrum informed the Committee that there are a few faces that they will not be seeing next year: Dr. Cheryl Steczak, who has a new position with the Regional Office; Dr. Jerry Davidson, who will be leaving for Texas, Dr. Ona Kay Kinter, who will be working for the State on Vocational Education Student Organizations; and Mrs. Connie Laign, who is finishing her tenure with the Advisory Committee and will be moving to Virignia Beach. Dr. Lungstrum presented Mrs. Laign with a gift in appreciation for her service to the Committee.

Meeting adjourned at 11:35 a.m., followed by a luncheon at the school.

Respectfully submitted,
Stella A. Foust

ANNOUNCING PANTHER TECH

Dr. John W. Schell and
Carl Hoburg, Computer Consultant

The electronic age has come to Western Pennsylvania vocational education programs. Beginning in February, 1988, vocational educators will be able to access Panther Tech, a telecommunications network that will provide the latest information about Pennsylvania vocational education and a variety of other services.

The primary services of Panther Tech are:

Electronic-Mail (E-Mail). This system allows two-way communication between faculty at the University of Pittsburgh and vocational administrators and teachers in the field. Each school in the area has been provided with a password. The E-mail system is now running on Panther Tech.

Research Tools. Panther Tech will allow access to selected research tools and data bases. The research tools included are the Occupational Data Analysis System, PennLink, PennPages, Micro-Occupational Information System Statistical Sciences (SPSS). These research tools will be available after March 1, 1988. Other services will be added as they become available.

Job Placement Services. This feature of Panther Tech provides a placement service for students and graduates of Pitt's vocational teacher education programs. The system is for both job seekers and employers. Using this feature, vocational directors can inquire about Pitt students with a given certificate or occupational expertise. Also, Pitt students can scan Panther Tech for potential jobs. This feature will be running after March 1, 1988.

These features will be placed on-line during the next few months. To access Panther Tech, the only equipment needed is an IBM compatible computer with a modem and a printer. Using telecommunications software and the modem, call 412-624-7243 at any time. Panther Tech runs 24 hours a day.

What is ODAS (MODAS)?

ODAS stands for the Occupational Data Anlaysis System and is a database of 23,000 occupational tasks stored on a "main frame" computer at Michigan State University. These tasks are cross referenced to CIP codes, DOT titles, VPO Handbook information, and occupational key words. This data can be accessed with a telephone modem and manipulated with the computer in many useful ways. The system is know as MODAS in Michigan and is Michigan's contribution to the V-Techs consortium.

What can ODAS do for vocational educators?
ODAS can be used to develop curriculum, cluster programs, identify skill requirements of jobs and the level of education and training required, describe a person's skill background, develop appropriate retraining programs for individuals, develop performance tests, and more.

How can I become familiar with ODAS?

The Pennsylvania State University and the University of Pittsburgh are jointly offering workshops in ODAS through a project funded by the Pennsylvania Bureau of Vocational and Adult Education. The objective is to familiarize vocational educators with the capability of the ODAS system and to provide the opportunity for one person from your school or organization to actually become a user of the system. For this reason we have invited you to bring with you one other person and attend a one day workshop on the capabilities of the system that will include some "hands on" work. This person should have some computer experience and be somewhat knowledgeable about vocational education. He/she could be a curriculum specialist, a counselor, a secretary, etc., or you could choose to be that person. The workshop will benefit both beginning and advanced ODAS users.

What is the cost of the workshop?

The workshop is funded by the Bureau of Vocational and Adult Education so there will be no cost to you except your travel and meals. Each school or agency attending will recieve one set of the ODAS manuals free of charge. Additional manuals may be purchased.

Lancaster County AVTS - Mt. Joy, Novmeber 4, 1987 - 8:30 to 4:00

Penn State University - 112 Armsby Bldg., November 5, 1987 - 8:30 to 4:00

A. W. Beattie AVTS, November 19, 1987 - 8:30 to 4:00

Central Westmoreland AVTS, November 20, 1987 - 8:30 to 4:00

ODAS Workshop - Fall 1987
Reservation Form

I will attend the following workshop
____ Nov. 4th ____ Nov. 5th ____ Nov. 19th ____ Nov. 20th

Have you attended a previous ODAS workshop? If yes, is your school an ODAS user?
____ Yes ____ No ____ Yes ____ No ____ Not sure

List name of person(s) attending:
Name Title Address Telephone

RETURN RESERVATION(S) BY OCTOBER 16, 1987

APPENDIX 3

UNIVERSITY OF PITTSBURGH

VOCATIONAL EDUCATION ADVISORY COMMITTEE MEETING

BETHEL PARK ADMINISTRATION BUILDING

April 21, 1988

8:30 - 9:00 A. M.	Coffee and Donuts	
9:00 - 9:15	CALL TO ORDER	
	Welcome and Introduction	Connie Laign
	Approval of Minutes April 24, 1987 Meeting	
9:15 - 9:30	SUB-COMMITTEE APPOINTMENTS	Connie Laign
	Membership and Nominations Sub-Committee Center and PBTE Sub-Committee Reports Sub-Committee Marketing Education Sub-Committee	
9:30 - 10:00	CENTER COMPUTER PROJECTS	John Schell
	Occupational Data Analysis System (ODAS) Panther Tech Communications and Database System	
	Discussion and Recommendations	
10:00 - 10:20	RECRUITMENT COMPONENT ON CENTER	Ruth Lungstrum
	Discussion and Recommendations	
10:20 - 10:30	Break - Coffee and Donuts	
10:30 - 10:50	PDE CERTIFICATION REVIEW	John Lipps
	Discussion and Recommendations	
10:50 - 11:10	NEEDS ASSESSMENT	Frank Palmieri
	Presentation of Survey	
	Discussion and Revisions	
11:10 - 11:20	ELECTION of 1988-89 OFFICERS	Connie Laign
11:20 - 11:30	FUTURE MEETINGS	
11:30	Lunch Served	

UNIVERSITY OF PITTSBURGH
VOCATIONAL EDUCATION PROGRAM

Advisory Committee Reaction Form
Meeting - April 24, 1987

NAME (Optional) ______________________________(Please complete this form)

Concerns/Issues/Observations Affecting The Vocational Education Program (input)	Suggested Action To Be Considered or Observation

APPENDIX 4

University of Pittsburgh
SCHOOL OF EDUCATION
Department of Instruction and Learning

April 6, 1988

Dear Advisory Committee Member:

A meeting of the 1987-88 Vocational Education Advisory Committee is scheduled for Thursday, April 21, 1988 from 8:30 A.M. to 11:30 A.M. in the Administration Building Conference Room, Bethel Park Senior High School. The school address is 309 Church Road, Bethel Park, PA. Church Road is located off Bethel Church Road and a map is enclosed for more specific directions.

The meeting will be called to order by the Chairperson, Mrs. Connie Laign. Several important topics will be presented and your input and recommendations will be requested for each topic as reflected in the agenda. A courtesy lunch will be provided at 11:30 A.M.

Enclosed please find the 1987-88 Professional Advisory Committee Handbook, a copy of the agenda of activities for the meeting, and the minutes of the April 24, 1987 meeting.

The faculty of the Vocational Education Program requests your attendance and professional advice, and I would like to ask for your personal support as we continue the important activities of the Professional Advisory Committee.

Sincerely yours,

D. Frank Palmieri
Advisory Committee Coordinator

DEP/sf

Enclosures

PITTSBURGH, PA 15260

University of Pittsburgh
SCHOOL OF EDUCATION
Department of Instruction and Learning

August 8, 1988

Ms. Marsha Rice, Director
Customer Services Training
U.S. Air Learning Center
2800 Beaver Grade Road
Coraopolis, PA 15108

Dear Ms. Rice:

On behalf of the Vocational Education Program faculty, we would like to present to you a Certificate of Appreciation for your service to the Professional Advisory Committee. Your support and advice to the faculty for the improvement of Vocational Education Personnel Development was very important to us and greatly appreciated.

Thank you for assisting me in the operation of the committee and your efforts with other members of the faculty.

Sincerely yours,

D. Frank Palmieri
Advisory Committee Coordinator

enclosure

PITTSBURGH, PA 15260

University of Pittsburgh

Center for Vocational Personnel Development

Certificate of Appreciation
to

For support and contribution to the improvement of Vocational Education Personnel Development

Director
Center for Vocational Personnel Development

Center for Vocational Personnel Development

APPENDIX 7

University of Pittsburgh
SCHOOL OF EDUCATION
Department of Instruction and Learning

August 8, 1988

Dr. Dick Coe
Director of Training and Education
GPU Nuclear Corp.
Parsippany, NJ 08054

Dear Dr. Coe:

Your support as a member of the Vocational Education Program Professional Advisory Committee is greatly appreciated. Your continuing support will be appreciated considering the many activities and projects reflected in the minutes of the April 21, 1988 meeting which are enclosed. Your needs, advice, and support are requested and necessary to maintain the highest quality Vocational Education Program in the School of Education.

As reflected in the minutes, during the 1988-89 school year the Advisory Committee will meet for a Fall meeting and a Spring meeting. The Fall meeting date was tentatively set for Friday, October 21, 1988. Please make a note on your calendar for this date.

Another agenda item was the Industry and Occupational Projections presented by Mr. William Oeriani, Labor Market Analyst, PA Job Services. The highlights of the Pittsburgh Statistical Area, Occupational Employment Statistics, and Trends and Outlook: 1984-1995 were assembled with Mr. Oeriani's assistance. A copy of this document is enclosed for your use.

Thank you again for your support. I will be talking to you by phone and hope to see you at the Fall meeting in October.

Sincerely yours,

D. Frank Palmieri
Advisory Committee Coordinator

enclosure

PITTSBURGH, PA 15260

The PITT NOTE Newsletter

Dr. Ona Kay Kinter, the PITT NOTE editor, published two newsletters (Vol. 11, No. 1 and 2) and distributed them to secondary/vocational teachers, administrators, and other personnel and to most secondary schools in this service region and selected educational personnel outside the region. The printing run for each issue is approximately 1000.

The goal of publishing the PITT NOTE is to share information with the field at large on activities of the Center and of personnel closely associated with the Center, on enrollment information for the upcoming term, changing policies and procedures which will affect vocational personnel, often certification reminders and some changes as was the case this year.

Copies of the two issues of PITT NOTE are presented immediately following this section.

University of Pittsburgh
Vocational Education Program

Pitt Note

Newsletter of Occupational and Technical Education

Vol. 11 No. 1 Fall 1987-88

BASIC SKILLS TEST NOW REQUIRED FOR VOC I

Dr. Ruth M. Lungstrum

New teacher certification regulations require all individuals seeking certification after June 1, 1987, to pass the Pennsylvania Teacher Certification Testing Program (PTCTP). The PTCTP consists of four major tests: the Basic Skills Test, the General Knowledge Test, the Professional Knowledge Test, and a test in the individual's Specialization Area. Individuals seeking other than vocational certification take all four tests as they near the completion of their teacher preparation programs. This may be at the graduate level or may coincide with the completion of the bachelor's degree. These tests are in addition to all previous certification requirements.

Differences for Vocational Certification

Individuals seeking vocational teacher certification experience a different sequence of testing. The long-standing Occupational Competency Evaluation (OCE) or "trade test" is the Specialization Area test for vocational teachers. That test plus the Basic Skills Test are now required for the Vocational Instructional I Certificate. The Basic Skills Test is made up of three separate tests: writing, reading, and mathematics. The remaining two tests--the General Knowledge Test, covering social studies, literature/fine arts, and science, and the Professional Knowledge Test--are required for the Vocational Instructional II Certificate. The tests associated with the Vocational Instructional II Certificate are required only of teachers whose Vocational Instructional I Certificates were issued after June 1, 1987. Teachers whose Vocational Instructional I Certifications were issued before June, 1987, are exempt from the three new teacher tests (Basic Skills, General Knowledge, and Professional Knowledge). They are also exempt from the completion of a new-teacher induction program and from the continuing professional development requirement of six credits every five years, or whatever that requirement will finally be.

Those applying for the Vocational Instructional I Certificate in this first testing year (before June 1, 1988) have something of a break since no cut-off scores have been established yet to determine the minimum passing score. Therefore, those meeting all requirements for that certificate and who took the basic Skills test in June or October of 1987 or March of 1988 and make successful application for teacher certification before June 1, 1988, will be granted the certificate regardless of the Basic Skills Test Score.

After June 1, 1988, passing scores will have been established and will be applied to the candidate's test score regardless of when the test was taken. If the score does not meet or exceed the passing score, the candidate must obtain a passing score through retesting.

Continued on Page 2

Take the Basic Skills Test Early!

We recommend that those working toward Vocational I Certification take the Basic Skills Test as soon as possible to get that requirement completed or, if their scores are below the cut-off score for passing, the results will give an indication of where more study is needed in order to pass the test later. The scores from the 1987-1988 testing year (ending with the June, 1988, test) are valid through October 1, 1983. Therefore, passing the test early means the score is good for five years, and not passing gives indication of one or more areas in which additional study is needed and the time to retake the test before application must be made for this certification. A test may be taken any number of times with proper registration and fee payment. The fee for the Basic Skills Test if $28. Teachers teaching on Emergency or Intern Certificates must be aware of the expiration dates of their certificates and make certain they have earned the Vocational I Certificate by that expiration time if they are then teaching.

Registration and Testing Dates and Testing Sites Set

The deadlines for registration to take any PTCTP test is approximately a month prior to the test date since tests must be ordered from Educational Testing Service in New Jersey. The dates of the two testing periods remaining in this academic year for the Basic Skills Test are:

Test Date	Registration Due
Saturday, March 19, 1988	February 15, 1988
Saturday, June 18, 1988	May 16, 1988

The registration form and full details on the testing program are included in the 1987-88 Bulletin of Information for the PTCTP. A copy may be obtained from the PBTE Field Resource Persons serving the 22 schools in this region or by requesting of a test center that the bulletin with the registration form be sent. The test centers in Southwestern Pennsylvania include:

University of Pittsburgh
(Oakland Campus) - (412) 624-6440
California University
Duquense University
Waynesburg College

Test Content Specifications and Sample Questions Available

A four-page test content specification is available for the Basic Skills Test to give candidates some detail of the content of the three tests--writing, reading, and mathematics. We recommend that those who are required to take this test obtain a copy from either the PBTE Field Resource Person serving in their schools or by calling or writing our offices for a copy (412-648-7340).

Sample questions and a test content outline will be sent to individuals with their admission ticket to take the test, which follows completion of registration for taking the test.

Continued on Page 3

Letter of Qualification Ends This Academic Year

The PDE Certification Bureau has been most cooperative with teachers and local administrators by granting a letter of qualification to teachers who met all requirements for the Vocational Instructional I Certificate except completion of the Basic Skills Test and who were employed as teachers this year. This was done because the Testing Program is administered only three times annually, it is a new requirement, and could create a certification crisis. What must be understood about the letter of qualification is that it is valid only for the 1987-1988 academic year and will not be renewed or issued after this year. On that same issue, teachers and administrators are reminded that Emergency and Intern certificates are not renewable either; therefore, a teacher must meet all requirements, including passing the Basic Skills Test, in order to be certified if his or her present certificate is soon to expire.

The General Knowledge and Professional Knowledge Tests

As mentioned earlier, the teachers whose Vocational Instructional I Certificates were issued after June, 1987, are required to take the General Knowledge and the Professional Knowledge Tests for the Vocational Instructional II Certificate. The earliest anyone in this group could apply for the Vocational II Certificate is June, 1990, due to the requirement of three years of teaching experience after the Vocational Instructional I Certificate was issued to them. As with the Basic Skills Test, cut-off scores will be set after June 1, 1988. The scores on the tests taken through June, 1988, will be valid until October 1, 1993. The results of a less-than-passing score can be helpful in identifying topics where additional academic study is needed for success on subsequent testing. Copies of the Test Specifications on these two tests, identifying topics covered in the tests, will be available through our office to those preparing to take these tests.

The deadline for successful completion of the General Knowledge and Professional Knowledge tests is not pressing yet since the Vocational Instructional I Certificate is valid for seven teaching years. However, when one remembers that the General Knowledge test covers social studies, literature/fine arts, and science, and the general education requirements for the certificate are minimum, a candidate with a less-than-passing score may need a term or two to take one or more courses to compensate for inadequate knowledge and experience.

It is the responsibility of the teacher to be properly certified. This now requires more planning and allows for less procrastination than ever before--so, plan carefully. See your advisor about questions you may have now or in the future about any requirement for certification.

WE DON'T WISH YOU LUCK ON THE TESTS; WE WISH YOU TOTAL RECALL!

NEED SOME SPEED IN CURRICULUM DEVELOPMENT?

Rhoda Larson

Pitt's Center for Vocational Personnel Development offers training in the Occupational Data Analysis System (ODAS) for vocational curriculum developers needing to comply with Chapter 6 regulations.

The computer based ODAS program provides access to Vocational-Technical Consortium of States (V-TECS) catalogs and their validated task lists for a head start on Chapter 6 compliance.

Workshops to train school personnel in the use of ODAS will be held through Pitt at A.W. Beattie AVTS on November 19, 1987 and at Central Westmoreland AVTS on November 20. Penn State University will hold workshops at Lancaster County AVTS (Mt. Joy) on November 4, 1987 and at Penn State (Armsby Building) on November 5.

Pitt's ODAS project also includes technical assistance to selected vocational programs in achieving compliance with Chapter 6 Regulations. Three comprehensive and three area vocational schools will be chosen for this important project.

ODAS has several uses for school administrators, program planners, and counselors: developing or up-dating vocational curriculum, identifying math and science levels, program planning, student placement, student guidance, economic development, and occupational clustering.

For more information about ODAS, contact Dr. John Schell or Ms. Rhoda Larson at (412) 624-7253.

GRADUATE STUDENT TUITION AID

Graduate student assistants (GSA's) at the University of Pittsburgh are graduate students who receive support in return for specified duties under the guidance of a faculty member. In recognition of academic merit, the University offers GSA's a tuition scholarship. GSA employment status is dependent upon graduate student status. Duration of appointment ordinarily is for two terms (Fall and Winter). The normal work week for a GSA with a full appointment does not exceed a maximum of twenty hours. GSA's who receive full-time appointments are expected to register for at least nine credits in the terms of appointment. General guidelines for application are:

1. The student has been admitted in a degree or certification-study program for graduate study in the Department of Instruction and Learning (which includes the Vocational Education Program) as a full-time or part-time student.
2. Continuing students should have completed at least six (6) graduate credits at Pitt with a QPA of at least 3.00 on the master's level, and 3.50 on the post-master's level.
3. Students newly admitted to a graduate degree or certification program who have not previously attended but have been admitted are considered if (a) they demonstrate exceptional academic potential, (b) they show exceptional need based on financial statement, and (c) they are accepting a sabbatical or leave of absence or are retraining.

Applications and additional information are avilable from the office of the Chair of Instruction and Learning, 4K01 Forbes Quadrangle.

Continued on Page 6, Column 2

UNIVERSITY OF PITTSBURGH
VOCATIONAL EDUCATION PROGRAM
WINTER TERM SCHEDULE OF CLASSES

Registration began October 26. The last day for continuing student to register without penalty is December 4. New students, who may register until January 5, should contact the Vocational Education Office several weeks prior to that date for admission materials and assignment of an advisor.

WINTER TERM 88-1 - January 6, 1988 to April 30, 1988

-VOC ED-		CR	ROOM	DAY	TIME	INSTRUCTOR
039	Community Relations	03	5T51FQ	H	5:00-7:10	Schell
050	PBTE VOc 1	03	4M01FQ	By Appointment		Lungstrum
051	PBTE Tutorial	01	4M01FQ	By Appointment		Lungstrum
059	Plan Org Voc Ed	03	5K11FQ	T	5:00-7:30	Davidson
068	Meth Tch Voc Ed I	03	4H51FQ	M	7:30-10:00	Lipps
079	Meth Tch Voc Ed II	03	4D56AFQ	By Appointment		Davidson
100	PBTE Voc II	03	4M01FQ	By Appointment		Lungstrum
101	PBTE Tutorial	01	4M01FQ	By Appointment		
185	Voc Ed Student Org	03	4B51FQ	M	7:30-10:00	Davidson
191	Student Tch Prc I	02	4M51FQ	M	7:00-9:00	Lipps
192	Student Tch Prc II	02	4M51FQ	M	5:00-7:00	Lipps
193	Student Tch Prc III	02	4M31FQ	By Appointment		Pellegrino
194	Student Tch Prc IV	02	4M51FQ	By Appointment		Pellegrino

GRADUATE COURSE OFFERINGS

204	Admin of Voc Ed	03	4M51FQ	W	5:00-7:30	Dickey
218	Super Field Work	03	4M03FQ	By Appointment		Dickey
225	Instr Strategies	03	4D56FQ	W	5:00-7:30	Kinter
239	Sch Community Rel	03	4B53FQ	T	7:30-10:00	Pellegrino
251	Directed Study	03	4M01FQ	By Appointment		
251	Directed Study	03	4M01FQ	By Appointment		
269	Cur Dev Voc Ed	03	5K15FQ	T	5:00-8:30	Lungstrum
295	Supv Intern	03	4M31FQ	By Appointment		Pellegrino
303	Guid Diss Over	01	4M01FQ	By Appointment		
303	Guid Diss Over	03	4M20FQ	By Appointment		
305	Guid Dctrl Deg	01	4M01FQ	By Appointment		
305	Guid Dctrl Deg	03	4M20FQ	By Appointment		
350	Sup Prac Voc Ed	03	4M01FQ	By Appointment		
351	Directed Study	01	4M01FQ	By Appointment		
351	Directed Study	03	4M01FQ	By Appointment		

-VE DIS-		CR	ROOM	DAY	TIME	INSTRUCTOR
138	Sup Voc Assign	03	4K57FQ	By Appointment		Palmieri
183	Prin of Retailing	03	4H51FQ	T	5:00-7:30	Kinter
191	Student Tch Prac V	06	4K57FQ	By Appointment		Palmieri
195	Dis Ed Intern Field Exp	03	4M01FQ	By Appointment		Palmieri

GRADUATE COURSE OFFERINGS

218	Sup Field Work	03	4M01FQ	By Appointment		Palmieri
263	Prob in Mark Dis Ed	03	5H51FQ	W	5:00-7:30	Palmieri

-VE BUS-		CR	ROOM	DAY	TIME	INSTRUCTOR
104	Tch Soc Bus Subjects	03	5Q51FQ	T	5:00-7:30	Bicanich
108	Bus Communications	03	4M51FQ	H	5:00-7:30	Bicanich
187	Student Tch Exp Tch	06	4M01FQ	By Appointment		Bicanich
191	Student Tch Bus Ed	08	4K56FQ	By Appointment		Bicanich
192	Student Tch Sem Bus Ed	01	4K56FQ	By Appointment		Bicanich

GRADUATE COURSE OFFERINGS

235	Issues Trends Bus Ed	03	4K56FQ	M	5:00-7:30	Bicanich

FACULTY AVAILABILITY LIST

Dr. Thomas Bicanich	4M20 FQ	624-7241
Mr. Edward Brown	4M25 FQ	624-7243
Dr. Jerry Davidson	4K25 FQ	648-7358
Mr. Donald Dickey	4M25 FQ	624-7243
Dr. Janice Dominico	4M25 FQ	624-7243
Mr. Edward Frick	4M25 FQ	624-7243
Dr. Grace Ferrero	4K26 FQ	648-7187
Mr. Donald Irwin	4M25 FQ	624-7243
Dr. Ona Kay Kinter	4K26 FQ	648-7354
Mr. Frank Kwolek	4M25 FQ	624-7243
Mr. John Lipps	4K24 FQ	648-7349
Dr. Ruth Lungstrum	4K27 FQ	648-7348
Mrs. Alice McKenna	5K24 FQ	648-7193
Dr. Frank Palmieri	4K57 FQ	648-7362
Dr. James Pellegrino	4M21 FQ	624-7240
Dr. John Schell	4K37 FQ	648-7340
Dr. Cheryl Steczak	5K21 FQ	648-7355

GRADUATE STUDENT TUITION AID
(continued from page 4)

Applications for these scholarships for Winter Term 1988 are due by November 30, 1987 and the 1988-1989 academic year are available in the Office of Student Personal Services (OSPS) in 5L03 Forbes Quadrangle or call (412) 648-7058.

PITT NOTE STAFF

**UNIVERSITY OF PITTSBURGH
CENTER FOR
VOCATIONAL PERSONNEL DEVELOPMENT**

DIRECTOR:	Dr. Ruth Lungstrum
EDITOR:	Dr. Ona Kay Kinter
ASSISTANT EDITOR:	Rebecca Fibus
TYPIST:	Dana Black
DISTRIBUTION:	Pauline Pogorzelski

EQUITY RESOURCE CENTER

Dr. Grace Ferrero
Mrs. Alice McKenna

The University of Pittsburgh's Equity Resource Center (UPERC) has been funded by the Pennsylvania Department of Education for a fourth year.

Both print and audio-visual materials are continually being added to the resource center. To receive a copy of the annotated bibliography and new arrivals sheets, please contact either Dr. Grace Ferrero or Mrs. Alice McKenna to request copies of material loans. Classroom presentations on career awareness and nontraditional jobs at the junior and senior high school levels are provided by the project team. A new "Workforce Quiz" will be given to students and discussed with them. UPERC's videotape, "People Equal to the Task," is included in the classroom presentations.

UPERC also maintains a Speaker's Bureau of people employed in nontraditional jobs. Membership to the bureau is being expanded (i.e., women in carpentry and engineering and men in nursing and secretarial work). Schools can obtain speakers for school Career Days, by calling UPERC, which will make all the arrangements.

A new service of UPERC is to administer the COPS II (Career Occupational Preference Survey) to ninth grade students and assist them in scoring it so they can identify families of related occupations to research. Nontraditional occupations will be explored.

UPERC is also branching out into the world of advanced technology to identify women and minorities who are succeeding in high-tech jobs. The UPERC team is interviewing people in a variety of advanced technology occupations to identify the "players" in a videotape. This videotape, which is being produced

PENNSYLVANIA OCCUPATIONAL COMPETENCY TESTS

Dr. Jerry Davidson

The next occupational trade tests for prospective trade and industrial education teachers will be offered in March, 1988. Applications will be accepted in the Vocational Education Department until February 10, 1988.

At a recent meeting of Pennsylvania's Occupational Competency Evaluation consortium, James Bishop of the Bureau of Vocational and Adult Education released the latest summary of trade test results from Pennsylvania's four testing centers (IUP, Temple, Penn State, and Pitt) for the fiscal year just ended (1986-87). The University of Pittsburgh's Center passing percentage was 84%.

EQUITY RESOURCE CENTER
(continued from column 1)

for the Western Pennsylvania Advanced Technology Center, will be available for career education programs in high schools, area vocational-technical schools and community. Readers are invited to contact UPERC to suggest people who work in high tech and might be a good role model for students.

More information about this and other UPERC services appears in the UPERC UPDATE which is sent to all superintendents, AVTS directors and contact persons in seven and one-half counties in Southwestern Pennsylvania. Copies can be obtained by calling Dr. Grace Ferrero, Director, at (412) 648-7187 in 5K26 Forbes Quadrangle or Mrs. Alice McKenna, Coordinator, at (412) 648-7193.

PROJECT TO DEVELOP COMPUTER SOFTWARE FOR MARKETING EDUCATION

Lee Miles

Marketing Education is developing computer software for secondary Marketing Education programs. Under a one-year grant from the Pennsylvania Department of Education (PDE) the software will be developed from a curriculum currently used by many teachers, the Interstate Distributive Education Curriculum Consortium (IDECC) curriculum.

Teachers are aware that the use of computers in the classroom is a necessity in order to prepare students to meet the demands of business and industry. Often, however, teachers do not have the time to select the most appropriate software from the many titles that are available. It is the goal of the project to develop reliable and usable software that will be centered around the 983 IDECC competencies.

Dr. Frank Palmieri, Project Director, and Lee Miles, Graduate Student Assistant, are now in the first phase of the project. They are meeting with business people and with Marketing Education teachers to review Learning Activities Packets (LAPs) and other IDECC materials to determine which materials will be usable in the new computer curriculum. These teachers will later work with the project team and computer experts to write the programs. The software, which will be IBM and Apple II compatible, will be available to Pennsylvania's Marketing Education instructors through PDE.

SOUTH HILLS DISPLACED HOMEMAKERS PROGRAM

Cheryl Steczak

The South Hills Displaced Homemaker Program is beginning its fourth year of providing career/personal counseling and vocational training for re-entry homemakers or single parents with diminished marketable skills.

The SHDH program is a cooperative venture between the IPRE of the University of Pittsburgh and the Bethel Park School District. Funding is provided by a Pennsylvania Department of Education, Bureau of Vocational and Adult Education grant.

To date, 610 women have graduated from the program which is held at Bethel Park High School. The participants of the program are residents of Pittsburgh and 30 townships and boroughs in the South Hills Area of Allegheny County. As of June, 1987, 71% were working part or full time. Of those employed, 90% were still employed 90 days after employment and 66% were employed at above minimum wage.

The SHDH program will be resubmitted for funding for 1988-89 so that more displaced homemakers will receive vocational training for future economic security and career/personal counseling to enable them to achieve the independence vital to a productive life.

Connie Laign, Vice Principal, Bethel Park High School serves as the Bethel Park School District liaison for the program.

MARKETING AND DISTRIBUTIVE EDUCATION PROGRAM UPDATE

Dr. Frank Palmieri

Marketing and Distributive Education has begun to promote a new image and new programs for the next school year. A name change to Marketing Education will broaden the scope of instruction.

Pitt's new fifth-year teacher certification program will be a 30-credit program. Admissions prerequisites will be a bachelor's degree with emphasis in Business Administration and Marketing and adequate marketing work experience. The certification program will be a full-time, two-semester program. During the first semester students will take 15 credits in educational foundations, educational psychology, and content pedagogy. The second semester will be comprised of student teaching and seminars.

The Master of Education degree program with a concentration in Marketing will be a 42-credit program: 9 credits in Basic Studies, 15 credits in the discipline area, 9 credits in Marketing Education, and 9 credits in electives with school or business emphasis.

The School of Education intends to offer a high quality and highly visible Marketing Education program which will be favorably accepted by both school administrators and business personnel.

MARKETING MARKETING INTERACTIVE VIDEO TELECONFERENCE

Dr. Frank Palmieri

Marketing Education instructors prompted a national marketing video teleconference which aired on Thursday, October 22, 1987 in seven sites simultaneously across Pennsylvania via satellite. The teleconference was part of a one-day workshop sponsored by the University of Pittsburgh, the Pennsylvania Department of Education, and the Marketing Education Association of Pennsylvania.

The seven host sites were: Community College of Allegheny County, Boyce Campus, Monroeville; Pittsburgh Public Schools, Schenley High School, Oakland; University of Pittsburgh, Johnstown Campus; Pennsylvania Department of Education, Harrisburg; Berks County IU 14, Antitiem (Reading); Luzerne County Community College, Nanticoke; and Temple University, Philadelphia.

This workshop/teleconference was a major curriculum update activity reflecting high State priorities and resources. There was enthusiastic support and participation from Marketing instructors, administrators, counselors, DECA officers or representatives, advisory committee members, and key business and community leaders. They joined colleagues across the country for an exchange of ideas and information critical to Marketing Education.

PITT NOTE
Center for Vocational Personnel Development
4K03 Forbes Quadrangle
University of Pittsburgh
Pittsburgh, PA 15260

University of Pittsburgh
Vocational Education Program

Pitt Note

Newsletter of Occupational and Technical Education

Vol. II No. 2

Winter 1988

TAKE THE BASIC SKILLS TEST EARLY!

Dr. Ruth M. Lungstrum

Those working toward Vocational I certification should take the Basic Skills Test as soon as possible to get that requirement completed.

Scores from the 1987-88 testing year (ending with the June, 1988, test) are valid through October 1, 1983. Therefore, passing the test early means the score is good for five years. Or not passing gives indication of one or more areas in which additional study is needed at the time to retake the test before application must be made for certification. A test may be taken any number of times with proper registration and fee payment ($28.00). Teachers teaching on Emergency or Intern Certificates must be aware of the expiration dates of their certificates and make certain they have earned the Vocational I Certificate by that expiration time if they are then teaching.

The deadline for registration to take any PTCTP (Pennsylvania Teacher Certification Testing Program) test is approximately one month prior to the test date since tests must be ordered from Educational Testing Service in New Jersey.

The next testing period in this academic year for the Basic Skills Test is Saturday, June 18, 1988. Registration for that test must be completed by May 16.

(Continued on page 2)

VOCATIONAL EDUCATION REVISES MASTERS DEGREE TO INCLUDE INDUSTRY FOCUS

Dr. James Pellegrino

Are you aware that American industries will employ more training personnel than all public schools combined during the 1990s? Did you know that more money will be spent on training adults in American corporations during the 1990s than the combined monies spent by all public schools in the nation? If you answered "no" to either of these questions, read on.

The revised Vocational Education master's degree program, which will begin in Fall Term 1988, will offer unique opportunities to individuals interested in pursuing careers in either educational or industrial settings. These opportunities are available to individuals with educational and professional backgrounds in school settings or with technical or training experience in industrial settings.

The school focus continues to provide advanced study opportunities that will prepare candidates for leadership positions in the vocational-technical school system at the secondary and postsecondary levels in both public and proprietary settings. Modifications to the school-focus master's program reflect state-of-the-art theory and practice.

(Continued on page 2)

TAKE THE BASIC SKILLS TEST EARLY!

(Continued from page 1)

The registration form and full details on the testing program are included in the 1987-88 Bulletin of Information for the PTCTP. A copy may be obtained from the PBTE Field Resource Persons who serve the 22 schools in Pitt's region or by requesting a test center to send that bulletin with the registration form. The test centers in Southwestern Pennsylvania include: University of Pittsburgh (Oakland Campus, 412-624-6440); California University;' Duquesne University; and Waynesburg College.

A four-page test content specifications is available for the Basic Skills Test to give candidates some detail of the content of the three subtests: writing, reading, and mathematics. A copy may be obtained from a PBTE Field Resource Person or by calling Mrs. Dolores Mokwa (412) 648-1960 in Vocational Education at Pitt.

Other test orientation materials--sample questions and a test content outline--will be sent to individuals with their admission ticket to take the test after they have completed registration for taking the test.

Mr. Will Hayes, Office of Measurement and Evaluation, University of Pittsburgh, in Room G-33 of the Cathedral of Learning (412) 624-6440, is the PTCTP test registration officer.

MASTERS DEGREE, INDUSTRY FOCUS

(Continued from page 1)

The candidates may also pursue certification programs for Comprehensive Supervisor of Vocational Education or Director of Vocational Education.

The newly developed industry focus of the master's degree program provides advanced study opportunities that will prepare candidates for leadership positions in the training industry. Candidates selecting the industry focus will be required to complete courses in the Vocational Education Program, the Department of Instruction and Learning, the School of Education, and the University-at-large.

Candidates who pursue the industry focus may pursue careers such as: training administrator or coordinator; self-employed industrial training consultant; training consultant for marketing companies; training program designer for marketing companies which produce training programs; industry-education coordinator; grants writer; industrial research assistant; service coordinator; service position with state and federal agencies responsible for the allocation of funds designated for industrial training.

Whether one chooses the industry or education focus, the minimum of 36 credits will be required.

If your curiosity is aroused, please watch for more details in the next issue of the Pitt Note.

VOCATIONAL EDUCATION FACULTY

Dr. Thomas Bicanich	4M20 FQ	624-7241	Mr. Frank Kwolek	4M25 FQ	648-7243
Mr. Edward Brown	4M25 FQ	624-7243	Mr. John Lipps	4K24 FQ	648-7349
Dr. Jerry Davidson	4K25 FQ	648-7243	Dr. Ruth Lungstrum	4K27 FQ	648-7348
Mr. Donald Dickey	4M25 FQ	624-7243	Mrs. Alice McKenna	5K24 FQ	648-7193
Mr. Edward Frick	4M25 FQ	624-7243	Dr. Frank Palmieri	4K57 FQ	648-7362
Dr. Grace Ferrero	4K26 FQ	648-7187	Dr. James Pellegrino	4M21 FQ	624-7240
Mr. Donald Irwin	4M25 FQ	624-7243	Dr. John Schell	4K37 FQ	648-7340
Dr. Ona Kay Kinter	4K26 FQ	648-7354	Dr. Cheryl Steczak	5K21 FQ	648-7355

CHAPTER SIX GOT YOU DOWN?

Dr. John W. Schell

Several new services are available from the University of Pittsburgh's Center for Vocational Personnel Development that assist schools in complying with the regulations and standards of Chapter 6.

Workshops

Dr. John Schell, in cooperation with the Tri-State Area School Study Council will provide a series of workshops on building a vocational curriculum that is in compliance with the new regulations. The workshop title is "Seven Agonizing Steps To Chapter 6 Compliance." The dates, times, locations, and registration information for these workshops are provided on page 9.

Monograph

A new monograph, Seven Steps to Chapter 6 Curriculum Compliance, is available from the Center. The monograph, written by Dr. John Schell, features a detailed explanation of building vocational curriculum that is in compliance with Chapter 6. Sections included are: 1) Planning Your Program, 2) Conducting a Needs Analysis, 3) Conducting an Occupational Analysis, 4) Seeking Industry Validation, 5) Performing an Instructional Analysis, 6) Writing Performance Objectives, and 7) Articulating Your Vocational Program.

Many suggested forms and formats that have been developed at school districts and have been made available by the Pennsylvania Department of Education (PDE) are included. The monograph has been carefully reviewed by PDE vocational leaders.

Seven Steps To Chapter 6 Curriculum Compliance is available from the University of Pittsburgh, Center for Vocational Personnel Development, of the cost-recovery price of $5.00.

To order, complete the order form on page 9. Allow at least three weeks for delivery.

Vocational Tasklists

Tasklists can be quite helpful in building vocational curriculum. The Center has current tasklists of most occupational areas, several of which have been validated by the Pennsylvania Statewide Perkins Technical Validation Committees in cooperation with Dr. Bill Williams at Penn State University.

The available tasklists include: Auto Body, Auto Mechanics, Business Data Processing, Office Occupations, Building Construction Trades, Building Trades Maintenance, Diesel Mechanics, Electronics Technology, Food Management, Graphic Occupations, Dental Assisting, and Health Assistant.

If an occupational area is not represented on the list, a special computer search of the Occupational Data Analysis System (ODAS) can be made.

The tasklists are available from the Center at no charge. Contact Dr. John Schell or Nancy Evanoff (412) 648-7340 for copies.

SEVEN AGONIZING STEPS TO CHAPTER 6 CURRICULUM COMPLIANCE

Dr. John W. Schell

The Tri-State Area School Study Council and the Center for Vocational Personnel Development will present "how to" workshops on compliance with Curriculum portions of Pennsylvania Chapter 6 Regulations and Standards. The one-half day workshops, led by Dr. John Schell, will expand on seven topics organized into "seven agonizing steps" involved in developing State-compliant planned vocational courses within a vocational program:

- Planning Your Program
- Conducting a Needs Analysis
- Conducting an Occupational Analysis
- Seeking Industry Validation
- Performing an Instructional Analysis
- Writing Performance Objectives
- Articulating Your Vocational Program

Each workshop participant will receive a complete set of the topical handbooks and a copy of a newly published monograph, Seven Steps to Chapter 6 Curriculum Compliance. These materials, and lunch, are included in the $12.00 registration fee. The workshops will begin at 8:30 a.m. and conclude at 1:00 p.m.:

- Thursday, February 25 - Lawrence County AVTS
- Wednesday, March 2 - Somerset County
- Monday, March 14 - Mon Valley AVTS
- Friday, March 25 - Beaver County AVTS

For registration information, call Tri-State Area School Study Council, (412) 648-7175.

PVEC 88 - BE THERE!

June 28 To July 1

Be a vital part of the COMPETITIVE EDGE IN PENNSYLVANIA!

COLLEGIATE DECA IS INVOLVED!

Lee Miles
Graduate Student Assistant
Marketing Education

Pitt's Collegiate DECA (Distributive Education Clubs of America) students assisted local high school teacher-coordinators in operating DECA District conferences during January and February.

As future secondary Marketing Education teachers, members of Pitt's Collegiate DECA chapter served as judges for competitive events, provided orientation for judges from business and industry, assisted in tabulation of scores, and participated in Awards Banquets by presenting trophies to the high school students who had won competitive events at the Marketing and Distributive Education vocational student organization conferences.

Dr. Frank Palmieri, Collegiate DECA Advisor, commended participating Collegiate DECA students who extended their teacher preparation competencies by assisting in the District conferences: Kimberly Holzer, Beth Malinowski, Michelle Janicki, Lee Miles, Marilyn Natili, Diane Prokopchak, Debbie Pulte, Bonnie Rohe, and Jackie Visnich.

PITT NOTE STAFF
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ANNOUNCING PANTHER TECH

Dr. John W. Schell and
Carl Hoburg, Computer Consultant

The electronic age has come to Western Pennsylvania vocational education programs. Beginning in February, 1988, vocational educators will be able to access Panther Tech, a telecommunications network that will provide the latest information about Pennsylvania vocational education and a variety of other services.

The primary services of Panther Tech are:

Electronic-Mail (E-mail). This system allows two-way communication between faculty at the University of Pittsburgh and vocational administrators and teachers in the field. Each school in the area has been provided with a password. The E-mail system is now running on Panther Tech.

Student Inquiry Systems. This system allows University faculty to record data about potential students who inquire about Pitt vocational education programs. The Inquiry System will keep track of all student inquiries and will prevent potential students from falling between the cracks.

Research Tools. Panther Tech will allow access to selected research tools and data bases. The research tools included are the Occupational Data Analysis System, PennLink, PennPages, Micro-Occupational Information System, Statistical Sciences, (SPSS). These research tools will be available after March 1, 1988. Other services will be added as they become available.

Job Placement Services. This feature of Panther Tech provides a placement service for students and graduates of Pitt's vocational teacher education programs. The system is for both job seekers and employers. Using this feature, vocational directors can inquire about Pitt students with a given certificate or occupational expertise. Also, Pitt students can scan Panther Tech for potential jobs. This feature will be running after March 1, 1988.

These features will be placed on-line during the next few months. To access Panther Tech, the only equipment needed is an IBM compatible computer with a modem and a printer. Using telecommunications software and the modem, call 412-624-7243 at any time. Panther Tech runs 24 hours a day.

TOP TEN EDUCATIONAL ISSUES PREDICTED FOR 1988

A sense of mission for schools, renewed self-esteem for teachers and a curriculum more responsive to the needs of the workplace are among the top 10 educational issues facing society in 1988, reports the Macomb group.

For each of the past eight years, the top 10 educational issues have been predicted by the Macomb Issues Management Program, directed by William J. Banach, assistant superintendent of Macomb (Michigan) Intermediate School District.

(Continued on page 14)

JERRY'S ADIOS

Well, as the fellow once said when he saw Morgan Fairchild walking away, all good things must have an end. And, so it is with my stay at Pitt.

I move to Pittsburgh in September, 1979, bringing my wife, my two children, my 1949 Fire Chief and my coin collection of a wheat cent and a buffalo nickel. One child has upped and left, the Pontiac went to the Happy Hunting Ground, and I sold the nickel to pay a gas bill. I still have everything else.

My tenure (oops, I mean my stay) at Pitt has had many highlights. I recall fondly the Nigerians, the VICA events, the wonderful students in my classes. I have enjoyed working with the staff and faculty. I'll miss you all.

I have seen many changes in the Vocational Education program, over the years. I have seen us lose a lot of room to the Economics Department. I have watched 6 professors, 13 secretaries, 12 graduate assistants, and 43 custodians move on.

And now it's my turn. Weep not, nor cry in anguish, but rejoice in the knowledge that I am returning to my beloved Texas, home of Aggies and Longnecks. But I'll always have a warm spot in my heart for Pittsburgh.

The actual date of my depature is June 30, 1988. I'll be here for summer classes and the June trade test.

I wish you all well. May you always be happy as you seek to bring out the very best in your students.

Adios,
Jerry Davidson

THAT BLINK OF A PHONE....

In the blink of an eye, the world changes. In the blink of a phone system, one might get the Pitt faculty whose number was dialed. Or not.

Pitt's new telephone system differs from the old system, where a faculty's phone rang a few times and then switched to the faculty member's secretary.

On the new AT&T system, the faculty person's phone rings quickly and only three times. The call then switches automatically to the departmental receptionist who answers for 85 Department of Instruction and Learning phones and whose desk is in a different office bay from Vocational Education's. When an overload of calls backs up on her phone, the caller continues to hear the phone ringing. There is no signal to notify a caller of the switchover. The receptionist who may or may not know whether the intended call recipient is in the building, takes each message in turn. She enters the call in a telephone log, writes a message to the intended recipient, and activates a blinking light on that person's desk phone. Messages are placed in a little round file on the receptionist's desk (not the fabled "round file"). Upon returning to his/her office, the person with the blinking phones goes to the receptionist's desk, picks up the message, and returns the call.

Moral #1: He/She who does not give the receptionist his/her name and telephone number is most unlikely to have his/her call returned.

Moral #2: Progress may be understated; it must be understood.

PITT'S VOCATIONAL EDUCATION PROGRAM LEAVES ITS MARK IN THE WORLD

Dr. James Pellegrino,
Director of Graduate Study, and
Mingmin Zhu,
Graduate Student Assistant

Perhaps not many people are aware of the number of students who have earned an M.Ed., Ph.D., or Ed.D. in the Vocational Education Program at Pitt and who are serving as vocational teachers or administrators in institutions in various parts of the world as well as in Pennsylvania and other U.S. states. In just the past ten years, nearly 90 people earned their master's or doctoral degrees from Vocational Education's graduate program.

Foreign students, like their American counterparts, represent many different disciplines. They possess an educational background in teaching, supervision, and administration.

Since 1978, the Vocational Education graduate program has trained students from at least 14 countries: Brazil, China, Egypt, India, Iran, Iraq, Japan, Korea, Malaysia, Nigeria, Saudi Arabia, Thailand, Qatar, and Venezuela. These students are making contributions to the development of their countries. In this sense, the Program has made an impact on many nations, including the Third-World nations, not just educationally, but politically, and socially as well.

For example, topics of study for masters' papers (for VE 290 - Research Seminar) from 43 international students from Malaysia, Nigeria, and Qatar addressed developmental issues from the perspectives of their own countries; e.g., guidance, counseling, and career education; barriers and factors affecting sex equity and nontraditional occupational choice; vocational student organizations; and competency-based

(Continued, column 2)

$5,000 TEACHER SCHOLARSHIPS

The U.S. Congress is looking for a "few great teachers" and offers $5,000 scholarships to encourage superior students to pursue teaching careers.

The Paul Douglas Teacher Scholarship Program provides scholarships to academically talented students who want to teach in preschool, elementary, or secondary schools. High school guidance counselors and the University of Pittsburgh Financial Aid Officer have more information about the scholarships. Applications may be obtained from them. The deadline for filing applications is May 1, 1988.

VOC ED LEAVES IT MARK

(Continued from column 1)

vocational education. Teacher-focused issues features topics such as inservice, competency evaluation, burnout, and investigation into academic and professional preparation. Some of these masters' students elected to address program-specific topics: the need for teaching economics in Malaysia's secondary schools; issues related to students and program content in the commercial subjects of typing and shorthand; the feasibility of introducing computer graphics into the Engineering Graphics curriculum in Nigeria; a comparative analysis of Machine Shop programs in Pennsylvania and Nigeria; and "debate" as an aspect of communication.

The wide variety of backgrounds of these students has made the Vocational Education Program a richer program. The enrollments of students from other countries has enabled both faculty and all Vocational Education students to understand each others' cultures, to exchange ideas, and to study vocational education form a global perspective.

PROJECT UPDATE:
MARKETING EDUCATION COMPUTER CURRICULUM

Lee Miles
Graduate Student Assistant

A survey has been issued to Pennsylvania's secondary Marketing Education teacher coordinators to identify current computer usage practices and software in the Marketing curriculum. Validation of the survey instrument was provided by a project advisory committee, in conjunction with the project staff, Dr. Frank Palmieri, Lee Miles, Carl Hoburg, and Dr. John Schell. The advisory committee, comprised of educators and representatives from business, affirmed its support of the rationale of the project; i.e., to assist Marketing Education teachers in curriculum development through the use of computers.

Marketing Education teacher-coordinators at Eastern Westmoreland AVTS, McKeesport AVTS, New Brighton High School, and Norwin Senior High School are currently working with project staff as development-demonstration sites.

A final report of the project will be presented at the June 28 - July 1 Pennsylvania Vocational Education Conference at Seven Springs resort and at the Marketing Education Association of Pennsylvania's August meeting.

The scope of this project may later extend beyond Marketing Education to other vocational education programs, thereby providing Pennsylvania with a "competitive edge" in curriculum development.

DIRECTOR CERTIFICATION PROGRAM

John G. Lipps

The Director Certification program at the University of Pittsburgh prepares people for leadership roles in administrative positions in Vocational Education.

Entrance requirements for the Vocational Director Certification Program are: hold a baccalaureate degree, earned a 2.5 grade point average, enrolled in the graduate program in the School of Education, provide evidence (letter) of commitment to the internship for a local vocational education administrator to sponsor the internship and serve as a Supervising Director, (this letter is not a prerequisite for initial admission to the internship segment of the program), and completed at least three of five required years of successful teaching in vocational education.

Further information about the Director Certification Program can be obtained by contacting:

John G. Lipps, Coordinator
Director Certification Program
Vocational Education Program
University of Pittsburgh
4K24 Forbes Quadrangle
Pittsburgh, PA 15260
Phone: (412) 648-7349

VOCATIONAL EDUCATION -

THE COMPETITIVE EDGE IN

PENNSYLVANIA

UPERC OFFERS SCHOOL-BASED SERVICES

Dr. Grace Ferrero and
Mrs. Alice McKenna

The University of Pittsburgh Equity Resource Center (UPERC), now in its fourth year of operation, will administer the COPS II (Career Occupational Preference Survey) to 90 ninth grade students in any school district in Pitt's seven and one-half county service area in Southwestern Pennsylvania. The purpose is to acquaint counselors with this instrument and the accompanying Career Briefs kit, which enables students to explore a variety of careers. If the district finds the instrument worthwhile, it can purchase additional booklets for approximately $75.00 per hundred so that its counselors can complete the ninth grade class. UPERC will lend the Career Briefs kits to the school.

UPERC staff also work with teachers, administrators, counselors, and students to identify equity issues. UPERC's videotape, "People Equal to the Task," and workforce quiz can be used with middle school, junior, and senior high school students.

UPERC's resource center contains a number of print and audio-visual materials which are available for local schools. Information which will assist in gathering materials for a compliance review is also available on a loan basis.

For schools planning a Career Day or Career Fair, UPERC has a Speaker's Bureau of incumbent workers willing to speak to students. This year, people from the high-tech community have been added to the Speaker's Bureau.

Currently, Alice McKenna, UPERC Project Coordinator, is producing a videotape of careers in high technology. This activity is funded by the Western

(Continued, column 2)

SUMMER WORKSHOP ON SPECIAL NEEDS LEARNERS

Dr. Cheryl Steczak

Who: Undergraduate and graduate vocational educators.

What: "Vocational Education Internship for Working With Special Needs Learners" is designed to provide the vocational educator with the competencies necessary to develop vocational training programs and employment opportunities for handicapped and disadvantaged populations. The individual teacher will work directly with special needs learners for two weeks in a professionally supervised experience to plan, implement, and evaluate curriculum materials and processes for successful integration of the special needs learner into vocational education and employment.

Where: University of Pittsburgh and special needs environments.

When: June 13 through 24, 1988; 8:30 a.m. to 3:30 p.m.

How: Participants may register for 3 credits through their Vocational Education advisors, beginning Monday, February 29.

UPERC OFFERS SCHOOL-BASED SERVICES

(Continued from column 1)

Pennsylvania Advanced Technology Center. Additional funding is being sought to provide copies to all the school districts and AVTSs in the service area of the University's Center for Vocational Personnel Development.

Call either Grace Ferrero, Project Director, at (412) 648-7187, or Alice McKenna, Coordinator, at (412) 648-7193, for information. All of these services are available free of charge.

MAKE YOUR CURRICULUM WORK: A MODEL FOR STUDENT MOTIVATION

George Klemencic, Welding Instructor
Western Area Vocational-Technical School

Scores of books and courses are devoted to the grandly vague topic of curriculum development. It is at once the most obvious and mysterious of processes. Theories soar, clash, and fall to pieces in practice. Yet, effective curriculum is the very lifeblood of any successful program. When this artery becomes clogged, a violent spasm results in the classroom.

While a planned, written, professional curriculum is central, effective curriculum must include a teacher-led model for motivating students. A properly planned lesson (work) can be a marvelous motivator. It permits students to meet needs other than sheer economic ones. Students need friendship, a chance to show what they can do, a chance to be in on the excitement of a job well done, and an opportunity to feel needed. This is a learned behavior. Do your students have a chance to learn it? Are they likely to learn this if the lessons are just tiny fragments of work? Or are you challenging students to learn what they need to know in a real working environment?

The program itself should be the motivator. This general but simple model is at the heart of helping students to become motivated:

Course Objectives. Let students know what the objectives are so they will know what they will be expected to do. Communicate with them about the particular objectives and goals they will be expected to fulfill, and the sequence and time period in which they will be accomplished. A lot of potential trouble can be diverted.

Rewards. Always reward good behavior. Set simple goals to start. For slower students, increase the difficulty as learning becomes easier. Be aware of which behaviors you wish to encourage and to discourage. At first, rewards should be frequent. Soon the students will need a reward only once in a while because a job well done will be reward enough. When teachers tune into their students' strengths rather than to weaknesses, students respond positively and become more motivated. A motivated student makes your curriculum work much better.

Don't Set the Scene for Problems. We often put students into situations where problems will almost certainly occur. If one student has difficulty being with another, don't force them to be together. If they share a work area, move them apart. Respect each student's need for privacy. Students need to know you are willing to look at problems from their perspectives and to take their feelings seriously. Empathize with your students. They will feel you are on their side and will be receptive to your wishes also.

Enthusiasm. Make the classroom an exciting place. What students do in that room is not nearly as important as the spirit in which it is done. You need expertise to develop a good curriculum, but enthusiasm is the catalyst that makes it work.

Create a psychological climate in which the student will feel free to be curious, to make mistakes without fear of condemnation, and to learn from the environment, from fellow students, from experiences, and from you. Make your students aware of your

(Continued on page 11)

MAKE YOUR CURRICULUM WORK

(Continued from page 10)

priorities and ground rules (your "non-negotiables"). Make them clear. Let students know that you, as the instructor, have a responsibility for their welfare and are in charge, and that there are rules which must be obeyed.

Build Rapport. Probably the most important thing you can do is establish a trusting relationship with your students. Trust means keeping your promises. As learners, students assume the most vulnerable and open of positions. They can be hurt and humiliated by the slightest rejection or disapproval. They are admitting to ignorance and asking to be taught. Students need to know that you care. Let them have maximum control over activities, such as enjoyable activities that don't require anything from the student except to have fun; for example, ski trips, dances, bowling, well planned community service projects. (Get your administrator's permission before initiating any new project or activity outside the classroom. Saying you "cannot" after you make a commitment can be devastating to your students). Increase the students' control and power as they earn the right. Make this an explicit step. Explain that this is the way it happens in the "Work World." Students involved in the decision making feel that the program benefits them directly. They now have a stake in making it work.

TEACHING REMINDERS FROM THE VOC ED STAFF
Affirmation vs Information

Frank Kwolek

No one would argue that one of the key components of teaching is the conveying of information to students. But true communication occurs only when the receptor (in this case, the student) accepts the incoming message. Of course many factors impinge upon the reception of the message.

The main concern here is the good will of the student; that is, the agreement from the student to attend to the material or message being conveyed, especially in the affective domain.

In order for the student to be in an ideal receptive mode, it is critical that his/her self-esteem and sense of self-worth be at a healthy level. Teachers can positively enhance that level in the way they relate to the student, initially and progressively. Some of the ways to promote affirmation are:

- Smile when in eye contact with the student as often as possible.
- Look for ways to praise the student's work before offering constructive criticism.
- Allow the student to make suggestions regarding shop, lass, or project input and act positively on that input whenever possible.
- Reward correct answers with responses of recognition or praise (e.g., "Very good," or "That's correct").

SPRING TERM REGISTRATION - February 29 through May 9

FALL TERM REGISTRATION - March 29 through July 9

UNIVERSITY OF PITTSBURGH
VOCATIONAL EDUCATION PROGRAM
SPRING TERM SCHEDULE OF CLASSES

Spring term registration began February 29. The last day for continuing students to register without penalty is May 9. New students should contact the Vocational Education Office prior to that date for admission materials and assignment of an advisor.

Although the School of Education has scheduled Spring Term during the period of May through August, the Vocational Education Program will conduct its Spring Term courses during the traditional seven and one-half week period of May through June. Because of this difference in the schedule, all grades will be issued by the University at the same time at the end of August. Likewise, certification will be processed in August.

SPRING TERM 88 - May 9, 1988 to June 24, 1988

-VOC ED-	VOCATIONAL EDUCATION	CR	ROOM	DAY	TIME	INSTRUCTOR
050	PBTE Voc I	03	4K27FQ	By Appointment		Lungstrum
051	PBTE Tutorial	01	4K27FQ	By Appointment		Lungstrum
081	Voc Guidance	03	4M51FQ	M-W	5:00-7:30	
100	PBTE Voc II	03	4K27FQ	By Appointment		Lungstrum
101	PBTE Tutorial	01	4K27FQ	By Appointment		Lungstrum
195/295	Voc Spec Needs Wkshp	03	4B52FQ	MTWHF	8:30-4:30	Steczak
GRADUATE COURSE OFFERINGS						
200	Meth Tr & Pl Coop Stud	03	4F22FQ	MW	5:00-7:30	Kinter
218	Supv Field Work in VE	03	4K01FQ	By Appointment		Lipps
280	Mainstr & Equit in VE	03	4F22FQ	TH	5:00-7:30	Steczak
294	Tech Voc Guid & Plac	03	4M51FQ	TH	5:00-7:30	

FALL TERM SCHEDULE OF CLASSES

Registration begins March 21. The last day for continuing students to register without penalty is July 8. New students, who may register until August 30, should contact the Vocational Education Office several weeks prior to that date for admission materials and assignment of an advisor.

FALL TERM 88-1 - August 31, 1988 to December 17, 1988

-VE BUS-	VOCATIONAL EDUCATION BUSINESS EDUCATION	CR	ROOM	DAY	TIME	INSTRUCTOR
100	Meth Tch Shrthd/Typing	03	4M51FQ	T	4:30-7:00	Bicanich
105	Meth Tching Accounting	03	5M51FQ	H	4:30-7:00	Bicanich
230	Mangmt Prob Office Pract	03	4M51FQ	T	7:15-9:45	Bicanich

(Continued on page 13)

-VE DIS-	VOCATIONAL EDUCATION MARKETING/DISTRIBUTIVE	CR	ROOM	DAY	TIME	INSTRUCTOR
138	SUP VE Market Assign	03	4K01FQ	By Appointment		Palmieri
140	Organ/Coodtn Market Ed	03	4B53FQ	M	5:30-7:00	Palmieri
150	Field Pract Market Ed	02	4K01FQ	New Course		Palmier
196	Teaching Lab	02	4B53FQ	M	4:00-5:30	Palmieri
197	Market Methods Wrkshp	02	4M51FQ	W	4:00-5:30	Palmieri
218	Supv Wrk Exp Markt Ed	03	4K01FQ	By Appointment		Palmieri
262	Issues/Trends Markt Ed	03	4M51FQ	W	5:30-8:00	Palmieri

-VOC ED-	VOCATIONAL EDUCATION					
041	Concepts in Voc Ed	03	5J51FQ	T	4:30-7:00	Lungstrum
050	PB Voc Ed Tch I	03	4K27FQ	By Appointment		Lungstrum
051	PBTE Tut I	01	4K27FQ	By Appointment		Lungstrum
059	Dev Comp-Based Inst	03	4H51FQ	W	7:15-9:45	Staff
068	Comp-Based Inst Meth	03	4H15FQ	W	4:30-7:00	Lipps
082	Occup Perf Eval	03	5J51FQ	T	7:15-9:45	Staff
100	PB VE Tch II	03	4K27FQ	By Appointment		Lungstrum
101	PBTE Tut II	01	4K27FQ	By Appointment		Lungstrum
124	Coord Coop Voc Ed	03	4M51FQ	M	4:30-7:00	Kinter
151	Sup Voc Assign	03	4K03FQ	By Appointment		
180	Main Equity VE	03	5J52FQ	M	4:30-7:00	Steczak
193	Pre-Service Stud Tch	06	4K01FQ	By Appointment		Staff
194	In-Service Stud Tch	06	4K01FQ	By Appointment		Staff

-VOC ED-		CR	ROOM	DAY	TIME	INSTRUCTOR
GRADUATE COURSE OFFERINGS						
215	Hist & Phil of Voc Ed	03	4B51FQ	W	7:15-9:45	Staff
218	Sup Field Work	03	4M24FQ	By Appointment		Lipps
232	Supv Voc Ed	03	5J51FQ	W	4:30-7:00	Pellegrino
251	Directed Study	01	4K01FQ	By Appointment		
251	Directed Study	03	4K01FQ	By Appointment		
270	Prob Org Man VE	03	4B53FQ	W	4:30-7:00	Lipps
290	Research Seminar	03	5J51FQ	W	7:15-9:45	Pellegrino
295	New Devel Ind Trng	03	5G51FQ	W	7:15-9:45	Staff
303	Guid Diss Over	01	4K01FQ	By Appointment		
303	Guid Diss Over	03	4K01FQ	By Appointment		
305	Guid Dctrl Deg	01	4K01FQ	By Appointment		
305	Guid Dctrl Deg	03	4K01FQ	By Appointment		
350	Sup Prac in Voc Ed	03	4K01FQ	By Appointment		
351	Directed Study	01	4K01FQ	By Appointment		
351	Directed Study	03	4K01FQ	By Appointment		

TOP TEN EDUCATIONAL ISSUES PREDICTED FOR 1988

(Continued from page 5)

(1) **Sense of mission.** Because of unstable boards where members leave before their first term expires and status quo administrators who believe "schools are doing just fine, thank you," most school districts lack a clear sense of mission. This lack of mission prevents schools and communities from moving forward together. Developing a mission for schools may well be the most important thing a school board does. Educators and the people they serve need to understand that they will never see the future they want unless they first have a vision of it and a process for getting there.

(2) **A changing clientele.** There is a need for schools to revamp education to serve learners of all ages, from infants to the elderly. Market-sensitive school districts -- those that recognize the need for pre-school, day care and adult training and retraining -- are addressing education's new clientele by opening doors, exploring options and working with people to address their needs.

(3) **The essential curriculum.** This is what the global market demands and what will help young people function in tomorrow's workplace. Providing this essential curriculum will require scanning the environment and responding to the needs of the marketplace, a task that most school districts are ill-equipped to handle. We suggest coalitions of business, government and community agencies which will forecast the future and recommend changes necessary to address and shape it. Educators will have to accelerate development and implementation of programs if they are to stay abreast of growing demands on American students.

(4) **Lip service.** The 1980s may go down in educational history as the decade in which everyone talked about education, but neither business people, politicians nor citizens did much. People must understand that education cannot meet all the demands with mere lip service and will join in the work it takes to produce better educational programs.

(5) **Lack of self-esteem.** Buffeted by social change and battered by critics, educators have internalized too many negatives, and they are becoming more defensive, more introverted and less self-confident. The low self-esteem of teachers may well be education's number-one internal challenge. Administrators, school board members, parents and others need to understand that criticism bruises the spirit and erodes motivation; we can never have students with high self-esteem unless we first have teachers with high self-esteem.

(6) **Strategic status quo.** The promise of a new idea and the excitement of taking a chance on it are lost because risk-taking is not accepted in the school business, and those who do take chances are not protected — instead we are left with the strategic status quo.

(7) **Reforms and mandates.** Most reform mandates fail because they suggest simplistic solutions to complex problems or because they do not involve the educators they are aimed at. Unless people are involved in the shaping of their destiny, even a

(Continued on page 15)

TOP TEN EDUCATIONAL ISSUES PREDICTED FOR 1988

(Continued from page 14)

reform mandate will not work. Legislators must realize that mandating a program without understanding its impact on the entire system and without providing adequate funding almost always damages the education program.

(8) **Educator training.** Teachers and administrators are ill-prepared to do their jobs. This must be corrected with continual high-caliber training by competent professionals to educators who understand the reason for the training.

(9) **The dark side.** Teachers, administrators and board members are admonished to reverse the trend of disagreement and conflict created by collective bargaining and work together to pursue educational goals.

(10) **The end of the high school principal.** The principal's job is to be the instructional leader in a school. But because his or her attention has been diverted by student drug abuse, alcoholism, teen pregnancies, student stress, dropout prevention and other social concerns, the principal must be a social agent. Leading-edge school districts are finding help for the principal by providing someone else to fulfill the social role so the principal can return to instructional leadership.

"Leaders are learning that by getting ahead of events, by anticipating issues and by participating in public dialogue, the impact of external events can be reduced, market position can be protected and image can be improved," said the Macomb group.

The Macomb Intermediate School District's issues management program is funded in part by the Leadership Academy grant awarded to the Michigan Institute for Educational Management by the Michigan Board of Education.

For an outline of the trends, contact Superintendent William J. Banach, Macomb Intermediate School District, 44001 Garfield Rd., Mt. Clemens, Mich. 48044; (313) 286-8800.

(Reprinted from Pennsylvania School Boards Association, Information Legislative Service, January 22, 1988.)

PENNSYLVANIA VOCATIONAL EDUCATION CONFERENCE

Tuesday, June 28 through Friday, July 1, 1988

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Three days of sessions, workshops, networking, and round tables will address all areas of vocational education and focus on critical issues including: marketing vocational education, implementation of Chapters 5 and 6; changing demographics of vocational education; meeting the needs of special populations; challenges and changes at the secondary and postsecondary levels; involvement with local employers; making the most of public and private partnerships; and discovering new resources to improve opportunities for vocational students.

For more information, contact Eleanor Bicanich, Conference Coordinator, Center for Vocational Personnel Preparation, Indiana University of Pennsylvania, Indiana, PA 15705. Phone (412) 357-4434.

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Make Check payable to: UNIVERSITY OF PITTSBURGH

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Pittsburgh, PA 15260

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PLACEMENT SERVICE

The Placement Service, previously a separate component but not a function within the Management Component, provides certificated or certificatable personnel looking for professional educational positions and local administrators looking for personnel communications link. Any individual who is certificated as a teacher, supervisor, and/or administrator of any individual who has successfully completed the Occupational Competency Evaluation, and therefore certificatable, may be added to the placement service file. As administrators' requests are received for teachers in given occupational areas or for supervisor or administrator candidates, they are informed of all individuals in the placement file meeting their certification requirements. Those individuals, in turn, are notified that a given administrator has a professional position open which calls for their certification qualifications.

No data beyond the certification data are used in the Placement Service. All other employment requirements of both the hiring administrator and the candidate are dealt with between those parties.

During this past year, the following data were gathered on the Placement Service Component activities:

Requests from local administrators for:

teachers	50	
supervisors	0	
directors	1	
Individuals listed in the Service	200	approximately
Different occupations for teacher requests	20	
The two most frequently requested occupations:		
Welding and Electronics	10	

OUTREACH - PERFORMANCE-BASED TEACHER EDUCATION

Ruth M. Lungstrum

Component Coordinator

INTRODUCTION

The Performance-Based Teacher Education (PBTE) Program has completed a challenging year. One of the four Field Resource Persons (FRPs) accepted an administrative position in an area vocational-technical school in our region on December 1, 1987, and a satisfactory replacement could not be found at midyear; so the remaining three FRPs covered all interns for the rest of the year. The situation was handled with less difficulty than expected but all hands look forward to a full compliment of FRPs beginning next year. An experienced teacher who has served as a Resident Resource Person will be on leave from her school and will become the fourth FRP with the remaining three FRPs returning next year.

The Pitt Center also offers the traditional on-campus courses for vocational personnel development, as described in the next portion of this section. The individuals seeking various professional certificates have completed their work in either the PBTE program or the traditional program. A portion of this section details the numbers of certificates processed through this Center during this past year. Following these two mini reports in this section, the PBTE Program will be described and summary data on activities and evaluation will be presented.

TRADITIONAL COURSE ENROLLMENT

The traditional course delivery option for personnel development is more appropriate for preservice teachers seeking certification who are employed during the day and cannot participate in the Performance-Based Teacher Education (PBTE) Program. On the graduate level, a portion of both the Supervisor's and Director's Certification Programs are delivered through traditional courses, followed by field-based internships.

Student enrollments (noses, not credits) in the traditional courses for the two full 15-week terms (Fall and Winter) and in the 7-1/2 week session (Spring) were as follows:

	Undergraduate	Graduate
Fall Term	92	45
Winter Term	84	61
Spring Session	14	33
	190	139

CERTIFICATION APPLICATIONS PROCESSED

The number of certification applications processed by this Center was back to a more normal number after last year's bulge in applications for the Vocational Instructional I Certificate, due in part by some students wishing to avoid the added requirements for applications processed after June 1, 1987.

The individuals who applied for the Vocational Instructional I and II Certificates came from both the Performance-Based Teacher Education Program and the traditional on-campus course program. The number of applications by certificate are shown below:

Certificate	Number
Vocational Intern	18
Vocational Instructional I	14
Vocational Instruction II	19
Teacher of Cooperative Education	2
Supervisor I	2
Director I	3
Additional Certification Add-ons	9
	67

PERFORMANCE-BASED TEACHER EDUCATION PROGRAM

(Field-Based, Competency-Based)

The purpose of the Performance-Based Teacher Education Program is to provide field-based, competency-based instruction to practicing and/or prospective vocational teachers. This is done by assisting them to develop identified, critical teacher competencies in the classroom environment in which those competencies are to be used, and evaluate their performance of the identified competencies using realistic predetermined, and identified criteria which are made known to the teachers in the certification program.

ACTIVITIES

As a field-based program, the students, known as interns, develop teacher competencies in secondary vocational education classrooms with the support of a weekly visit from their Field Resource Person (FRP), ongoing assistance from an experienced colleague teacher designated as a Resident Resource Person (RRP), using specifically written instructional modules with assessment forms as basic resource material.

Three of the four FRPs have several years of experience as FRPs; the fourth one has been a position filled by a different individual each year, usually an experienced vocational teacher on sabbatical leave. That FRP is now a second-year FRP and has several years of experience as a teacher and administrator. This experience gives continuity to the program and a sense of stability to the interns served by the same FRP for more than one year.

The FRPs meet weekly with the PBTE Program Coordinator for appropriate training, especially for the new member of the team, discussion of problems and issues arising weekly in the program and relative to certification, and for general communication of information between Pitt, the FRPs, and the vocational personnel they service in the field. Minutes are kept of these weekly meetings which are reviewed and approved or corrected at the subsequent meeting, thereby creating something of a training/policy manual. Those minutes are on file in the Center Office.

EARLY PBTE SERVICE TO NEW INTERNS.

The PBTE program has the unique opportunity of offering instant support and teacher preparation to new vocational teachers regardless of when in the school year they begin their teaching. The hiring of new vocational teachers in the secondary area vocational-technical schools goes on throughout the school year. Since most of it takes place at the beginning of the academic year in August, many teachers are not officially hired by the various schools until after the admission/enrollment deadline of the University of Pittsburgh. In fact, some new teachers are not identified and hired until late September or early October. This unavoidable timetable creates a situation in which new vocational teachers find themselves in their teaching positions without benefit of even a short orientation workshop. The PBTE Program is made to order for these individuals.

PBTE field resource persons are in the schools at least once a week (twice a week when there are several interns in a given school) and, therefore, are in a position to give immediate support and instruction to new teachers even though the new teachers have not had the opportunity to complete their admission/enrollment at the University. While it is not the policy of the University to provide services to individuals not enrolled as students, the PBTE program format does allow for providing this much-needed support when and where it is needed while enrollment in the following term provides for "catch up" for tuition collecting and credit granting. Everything balances out eventually except in those few instances where service is provided to new teachers who could not be enrolled in time for their first teaching experiences and then did not follow through in a subsequent term, as per agreement, to enroll.

IDENTIFYING AND WORKING WITH INTERNS

The inservice and preservice teachers served by the PBTE program are called interns to eliminate the confusion of their dual title of student in a certification program and teacher to their secondary vocational students. A PBTE Personnel Report is updated each term. The last report for the Winter Term, dated January 12, 1988, corrected April 1, 1988) is in the Appendix in this section. Clearly, the majority of the interns are inservice teachers in area vocational-technical schools, although the number of preservice teachers is growing. In the case of preservice interns, arrangements must be made with the director of a school to allow this preservice intern permission to work in the school as a long-term "student teacher." When this is achieved, then the teacher in the preservice intern's occupational area must agree to serve as the intern's resident resource person and allow that intern to develop his or her teacher competencies in that classroom with those secondary students. The usual arrangement is for the preservice intern to spend one class period, usually two and one-half hours, each week or every other week in that secondary classroom at the time the field resource person will be at the school on his or her weekly visit. If this arrangement cannot be accommodated by the potential preservice intern's schedule, then he or she is encouraged to enroll in the traditional vocational teacher preparation program at Pitt.

As new teachers are hired in the schools served by Pitt, it has become the custom in most schools for the director to tell the new teacher to contact Pitt about the PBTE program or contact the field resource person on his or her weekly visit to the school. This procedure is now making the identification of teachers needing help with their teacher development and teacher certification much easier than in the past when Pitt personnel had to find those eligible and interested. This practice also demonstrates the directors' confidence and satisfaction with the PBTE program.

ASSIGNMENT OF ALL PBTE INTERNS TO PBTE COORDINATE AS ACADEMIC ADVISOR

The PBTE Program Coordinator is the academic advisor for all PBTE interns and handles all advisement for the interns either in person in the field on visits to the schools during enrollment time or, in most instances, through the field resource persons. The FRPs assist interns in filling out the enrollment form, bringing it to the advisor for review and signature. The forms are then taken in batches to the Registrar's Office by Center Office staff.

EVALUATION

Two evaluation questionnaires were developed to gather data on the PBTE Program and the services provided by the Field Resource Persons--one questionnaire to administrators of the schools in which the program was operating and one for the interns in the program. The questionnaires used last year were revised for this year's evaluation.

Appendix A in this section presents the questionnaire developed for administrators and, in place of the answer grid, the tally of results is given. A total of 11 administrators, possibly more than one from a given school, responded. The questionnaires were hand delivered to the individuals with a self-addressed, postage-paid envelop attached for returning the anonymous questionnaires to the Center Office.

One revision to the questionnaires was the addition of an item requesting the identity of the Field Resource Person serving that administrator's school. Two administrator respondents failed to indicate that information. Each FRP will get a copy of the response tallies included in this report as well as a copy of data from their administrators and interns.

Data are reported by the number of responses, not in percentages, because the numbers are small and percentages are not as useful with low total Ns. Overall, the administrators' responses are positive on both services rendered by the FRPs and of the viability of the PBTE program. While there are half as many responses from administrators this year as last, these respondents indicate they are more familiar with the PBTE program than some of last year's respondents (possibly those are among the missing respondents this year).

The responses to the two open-ended questions, Nos. 12 and 13, are reported verbatim following the questionnaire. Responses to No. 12 indicated satisfaction with the program and two individuals pointed out the connection between a teacher learning through the PBTE program and using that experience in their own competency-based vocational education programs. Several respondents to No. 13 indicated the need for meetings among PBTE interns. This need is recognized by the FRPs and the Coordinator. Regional meetings had been held three years ago, one by each FRP for his or her interns, all using the same agenda, allowing interns to attend a meeting other than theirs if scheduling was a problem. Agenda items were purposely other than PBTE and module concerns which are better handled on an individualized basis. Instead, the agenda addressed broader issues of certification, competency-based curriculum, Chapters 5 and 6 requirements, etc. While those meetings had good evaluations, subsequent efforts in scheduling similar efforts met with very low attendance, even when it was "understood that the meetings were required." A Saturday meeting on competency-based curriculum was very successful in the spring of 1987. Plans are now forming to have Saturday meetings, targeted for interns but open to all teachers and administrators with an agenda which will, it is hoped, attract all three groups.

All original questionnaires completed by administrators and interns and the mark-sense answer sheets coded with their responses for computer analysis are on file in the Center Office.

There were 37 respondents to the intern evaluation questionnaire on the PBTE Program compared with 57 respondents to last year's intern questionnaire. There is no immediately recognized reason for the lower response rate this year since the questionnaires were distributed and collected in the same manner both years on approximately the same timetable.

The responses to the first several items, dealing with the use of modules are positive. Item 15 shows some respondents less than totally happy with using the modules. There are several "fence sitters" in the neutral column which is a vote to eliminate that column next time and force a "somewhat agree" or "somewhat disagree" response. The responses to some items like 17, 21, and 22 indicate the need for some further orientation by the FRPs. Item 25 supports similar data from the administrators' questionnaire for group meetings which was addressed above.

The evaluations of the work of the FRPs is gratifying. After working for several years with two of the remaining FRPs, this writer knows the concern for and dedication to the interns made by the FRPs.

Verbatim responses to open-ended questions 42 through 44 are reported after the questionnaire. Some of the responses to No. 42 might indicate that interns have free choice of which modules they complete for the program; that is not the case. After the initial six modules in the B series are completed, they may choose the order in which they complete the rest of the required modules in the Vocational Instructional I Program and there are some elective modules in the Vocational Instructional II Program. All other responses to this item are, of course, positive since that is what the question requested and the respondents were varied in their responses.

Responses to No. 43 asked for items needing correction or improvement. Many of the responses indicated nothing needed to be changed. Some of the other responses need to be addressed with better communication with interns. The intern irked about not receiving a return call from the University is either exaggerating or, as many students do, called and did not leave his or her name, which is the same as no call at all from the University's or a faculty member's position. Faculty are sensitive to that criticism and are frequently frustrated when calls are returned and the teachers not available. There are a variety of items here which require discussion with the FRPs who can improve their communication and interactions with the interns.

Item 44 asked respondents if they would do their teacher education program through PBTE were they starting, knowing what they know. These data are true, and gratifying--only one "no" response from an intern who wants more interaction with other teachers. That has always puzzled this writer--do these folks not interact with the other teachers in their building? These responses would be even more gratifying if more of them cited the PBTE methods and fewer the convenience, but proponents will take interns for whatever reason, use the practical PBTE methods, and help in the development of good vocational teachers. Again, let it be stated that the original questionnaires from which these data are drawn are on file in the Center Office.

SUMMARY DATA

The summary data for the PBTE Program are presented here. The specific detail of which intern enrolled for how many credits toward which certificate during which term are available both on file on hardcopy reports as well as in the computerized management information system.

Some interns, 19 during this year, were served but did not register for any credits. This can happen for either of two reasons.

When a new teacher is hired in an AVTS, the timing sometimes precludes that teacher being admitted and registered for credits immediately. However, one of the strengths of the PBTE program is its ability to begin working on site with new teachers as soon as they assume their teaching duties. A policy is maintained that new teachers who are served "unofficially" must register for the PBTE program in the following term in order to continue receiving this professional development support. This usually is the case since the new teachers must acquire certification within a reasonable amount of time.

The other situation in which a Field Resource Person will report working unofficially with an intern is when the intern has completed the required number of credits for a specific certificate but has yet to complete the required Council of Educators Review. Field Resource Persons will work with interns in planning and initially evaluating the videotape of the intern's teaching, bring the videotape to the University to aa Senior Teacher Educator for review, and assist in setting up the Council of Educators' meeting at the Intern's school.

The summary data are as follows:

Interns Served:

Total interns registered for at least 3 credits once during the year	55	
Total interns served "unofficially"	19	
Total	74	Interns

Vocational credits enrolled for		
Vocational I Certificate work	123	
Vocational II Certificate work	150	
Total	273	credits

Successful Council of Educators' Reviews		
for Vocational I Certificate	6	
for vocational II Certificate	8	
Total	14	COEs

Modules Successfully Completed (Computed, 2 modules per credit)		
in Vocational I Certificate work	246	
in Vocational II Certificate work	300	
Total	546	Modules

Appendix A - PBTE
1987-1988

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
VOCATIONAL EDUCATION PROGRAM
ADMINISTRATION EVALUATION QUESTIONNAIRE FOR THE PERFORMANCE-BASED TEACHER EDUCATION (PBTE) PROGRAM

Your voluntary cooperation in completing this questionnaire is appreciated. This questionnaire has not been coded for follow-up purposes and you need not add your name to the questionnaire unless you choose to do so.

We are anxious to receive your candid responses to the questionnaire items and hope that you will take the few minutes necessary to complete it and return it to the Vocational Education Program office in the stamped, addressed envelope provided.

The Field Resource Person serving this school is:		N	N=13
Mr. Ed Brown	1	6	
Mr. Ed Frick	2	3	
Mr. Don Irwin	3	2	
		11*	

INSTRUCTIONS: Please circle one response number which best describes your judgement using the following response categories:

1 - Strongly Agree
2 - Agree
3 - Neutral
4 - Disagree
5 - Strongly disagree
6 - Cannot Judge

Mean Value	1.0		3.0		5.0		Mean
	SA	A	N	D	SD	CJ	
	N	N	N	N	N	N	
1. In carrying out Pitt responsibilities, the Field Resource Person serving your school conforms to your school's operating procedures.	7	5	1	-	-	-	1.54
2. The Field Resource Person is effective as a liaison between your school and Pitt when called upon to do so.	3	9	1	-	-	-	1.85
3. The Field Resource Person adheres to a regular weekly schedule when visiting personnel at your school.	5	7	-	-	-	1	1.58
4. PBTE program requirements coincide with teacher responsibilities in your school.	3	9	-	-	-	1	1.75
5. Your teachers in the Pitt PBTE program are progressing satisfactorily in their teacher development.	1	11	-	-	-	1	1.91

*The total number of useable questionnaires was 13. Two of them did not indicate the Field Resource Person serving their school.

	Mean Value	1.0		3.0		5.0		Mean
		SA N	A N	N N	D N	SD N	CJ N	Mean
6.	The PBTE program and the Field Resource Person do not disrupt your school operations.	6	6	1	-	-	-	1.61
7.	PBTE is a viable vocational teacher education program.	6	4	2	-	-	1	1.67
8.	Your teachers appear to work well with the Field Resource Person serving them.	4	8	-	-	-	1	1.67
9.	The PBTE program has enhanced teaching skills of those served by the program.	1	10	1	-	-	1	2.00
10.	The Field Resource Person maintains high professional standards in dealing with you and your personnel.	8	4	-	-	-	1	1.33
11.	The Field Resource Person reflects a positive image for the University of Pittsburgh.	9	3	-	-	-	1	1.25

12. What factors about the PBTE Program do you feel are particularly helpful to you in the preparation and certification of your teachers?

See attached verbatim responses

13. What factors about the PBTE program are a problem which need correction or improvement?

See attached verbatim responses

Appendix A

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
1987-1988
RESPONSES FROM PBTE ADMINISTRATORS TO OPEN-ENDED

QUESTION #12

QUESTION #12: What factors about the PBTE Program do you feel are particularly helpful to you in the preparation and certification of your teachers?

"Modules may be taken or worked on at an appropriate time. This makes the modules more meaningful."

"Less travel time for the staff."

"The fact that it is 'on site'. Teacher improvement can be observed. Constant update in teaching progress, techniques, laws, etc."

"Teachers better understand CBVE."

"Modules are relevant to classroom/shop instruction."

"Keeps staff informed about activities at the University of Pittsburgh."

"It's effortless!"

"Convenience in teachers obtaining certification."

"The continuing or on-going contact a source of information at hand to respond to questions and give advice. A supportive person representing the University, willing to address problems identified in regard to a participating intern teacher."

"Methods, understanding."

"Continuous updated information and assistance."

Appendix A

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
1987-1988
RESPONSES FROM PBTE ADMINISTRATORS TO OPEN-ENDED

QUESTION #13

QUESTION #13: What factors about the PBTE Program are a problem which needs correction or improvement?

"I don't see any problems from my position."

"I have never been oriented to any concepts or procedures related to the program."

"None noted."

"Need to have a required meeting with all resource personnel to ensure procedures are consistent and 'new teachers' have an opportunity to exchange experiences with other teachers."

"None."

"Need to work more on curriculum in competency based format to meet State requirements."

"Not enough interaction with teachers from other AVTS's as it would be in a residence course. I feel this is very important."

"It may be, at least consideration given, to have the Field Resource Person do some observations of teachers, using an evaluation instrument. If this is being done it is not readily apparent."

"None."

"Teachers need to meet as a group in order to share questions, thoughts, and ideas."

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
VOCATIONAL EDUCATION PROGRAM

INTERN EVALUATION QUESTIONNAIRE FOR THE PERFORMANCE-BASED TEACHER EDUCATION (PBTE) PROGRAM

Your voluntary cooperation in completing this questionnaire is appreciated. DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE. There is no way by which your completed questionnaire can be identified as yours or as coming from your school by a Field Resource Person or anyone else. There will be no attempt to do any follow up of non-respondents so no identification code is necessary. However, we want your candid responses about the PBTE program in order to evaluate it and improve it.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE ENVELOPE PROVIDED WHICH IS STAMPED AND ADDRESSED TO THE VOCATIONAL EDUCATION PROGRAM OFFICE. THANK YOU.

INSTRUCTIONS: Please circle one response number for each question.

PART I.

INSTRUCTIONS

Please circle one number for each question. Total N of responses = 37*

1. The Field Resource Person serving this school is:

Mr. Ed Brown	10
Mr. Ed Frick	14
Mr. Don Irwin	12

2. Your gender is:

Male	29
Female	7

3. Your age is:

35 or younger	20
36 to 49	12
50 or older	4

4. You are in:

Inservice (employed as a teacher)	33
Preservice (not yet employed as a teacher)	4

*The total N on Items 1, 2, and 3 are 36; all others are 37.

5. You are working toward:

	N
Vocational Instructional I Certificate	18
Vocational Instructional II Certificate	19

6. How much college credit other than PBTE have you completed at this time?

None	5
Under 30 credits	18
31 to 90 credits	6
91 credits or more	1
Bachelor's Degree	6
Other ______ (Please explain)	1

7. How many college terms in the PBTE Program have you completed (count the spring session as a term)?

1 or 2	15
3 or 4	7
5 or 6	9
7 or more	6

8. Have you completed any traditional (on-campus classes) in Vocational Education Teacher Preparation before entering the PBTE Program ?

Yes	7
No	30

PART II

INSTRUCTIONS:

Please circle one number that best describes your viewpoint. Use the following categories:

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

Note: Because the N=37, data are reported in Ns rather than percents.

Mean Value	1.0		3.0		5.0	Mean
	SA	A	N	D	SD	
	N	N	N	N	N	
9. The modules required for the Performance-Based Teacher Education (PBTE) Program are expensive compared to textbooks.	1	6	9	12	9	3.60
10. Modules are effective because they address only one competency or subset of related competencies.	12	24	-	1	-	1.73
11. PBTE modules effectively maintain my attention by requiring me to respond at each step.	6	22	8	-	1	2.14
12. The modules on the whole are easy to understand.	5	30	2	-	-	1.92
13. Modules are helpful in that they are focused and sequential.	5	29	3	-	-	1.95
14. The modules help me to solve problems in my teaching.	11	18	7	1	-	1.95
15. Modules seem to fit my style of learning.	11	14	10	2	-	2.08
16. The PBTE method is a poor way to develop competencies.	-	-	4	16	17	4.35
17. I am not sure how much I have learned when I complete a module.	-	5	1	21	10	3.97
18. The Teacher Performance Assessment Forms (TPAFs) are valuable.	3	24	10	-	-	2.19
19. I save time in my learning when I work with modules instead of textbooks.	10	15	12	-	-	2.05

Mean Value	1.0		3.0		5.0	Mean
	SA	A	N	D	SD	
	N	N	N	N	N	
20. The introduction in the module motivates me to develop the competencies addressed in the module.	2	22	11	2	-	2.35
21. There is enough time in a college term to develop competencies in at least six modules.	5	25	4	2	1	2.16
22. Modules make learning too mechanical.	1	6	24	-	6	3.95
23. PBTE instruction is boring.	1	2	6	20	8	3.87
24. I think I learn faster with the PBTE method.	9	13	11	4	-	2.27
25. There is a need for periodic group discussions among interns and Field Resource Persons (FRPs) pertaining to educational issues not addressed in the modules.	5	17	9	4	2	2.49
26. PBTE is valuable because it offers teacher preparation in the field.	11	23	2	1	-	1.81
27. There is more work involved in 3 credits of PBTE than there is in 3 credits of traditional (on-campus) coursework.	4	11	15	6	1	2.70
28. Work in PBTE focuses solely on useful teacher competencies and knowledge.	7	21	6	3	-	2.14
29. When I first began my PBTE work, the list of competencies (modules) that I would have to demonstrate was given to me.	10	25	2	-	-	1.78
30. The PBTE program allows me to move through the program as quickly or as slowly as I choose to move.	15	20	2	-	-	1.65
31. I know that the evaluation of my performance is done with the Teacher Performance Assessment Form (TPAF) in the module.	16	21	-	-	-	1.57

PART III

INSTRUCTIONS:

Please circle one number that best describes your viewpoint. Use the following categories:

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

Mean Value	1.0		3.0		5.0	Mean
	SA	A	N	D	SD	
	N	N	N	N	N	
32. After I work with the FRP, I have a good idea of what I'm going to do next.	14	19	3	1	-	1.76
33. I believe the FRP is objective in his/her evaluation of my work.	16	20	1	-	-	1.60
34. The FRP maintains a high professional standard in our work together.	24	12	1	-	-	1.38
35. There is continuity to the FRP's work with me.	16	20	1	-	-	1.60
36. The FRP encourages me to evaluate my teaching.	20	16	1	-	-	1.49
37. The FRP's knowledge of teaching is evident in his/her work with me.	22	12	3	-	-	1.49
38. The FRP and I work together as partners in improving my teaching and student learning in my classes.	19	17	1	-	-	1.51
39. The FRP suggests/demonstrates ways that I can work with my students.	17	18	2	-	-	1.60
40. The FRP and I focus on specific things that occur in my teaching.	18	16	3	-	-	1.60
41. The FRP makes suggestions that I find useful.	20	16	1	-	-	1.49

PART IV

INSTRUCTIONS:

Please answer the following questions:

42. What factors about the PBTE Program do you feel are especially helpful in your preparation as a vocational teacher?

    See attached verbatim responses.

43. What factors about the PBTE Program are a problem which need to be corrected or improved?

    See attached verbatim responses.

44. If you were starting your teacher education program now, would you do it through PBTE?

    Yes ____________________ No ____________________

    Why?

    See attached verbatim responses.

Appendix B

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
1987-1988
RESPONSES FROM PBTE INTERNS TO OPEN-ENDED

QUESTION #42

QUESTION #42: What factors about the PBTE Program do you feel are especially helpful in your preparation as a vocational teacher?

"Convenience - self pace."

"They deal with what is needed to teach."

"Saves me a lot of valuable time in not having to go to school on campus at night."

"So far they have matched my every day job procedures."

"Not having to travel to Pitt-Oakland for classes, saves time that can be better spent in study and practice of competencies. I can set my own pace. The competencies apply directly to what I'm doing everyday."

"The one on one situation you develop with the FRP is very helpful for both the module work and other situations that develop during the year."

"PBTE represents on the job training. The situations learned become and are real situations."

"Information derived from PBTE modules can be applied directly into classroom situations."

"The availability of an experienced and professional Field Resource Person, Mr. Brown."

"Each module is direct and to the point as to what needs accomplished."

"It focuses on specific rather than a good deal of material that may never be used in the course of ones' teaching career."

"Learning while on the job. It is practical not theory!"

"The fact that I keep this material on file and use it for a ready reference to help in different situations."

"The PBTE program has been the most important tool in my transition with CBE. Without my training with the PBTE program I would have had a very difficult time."

"Have a really good Field Resource Person. One that is always there when you need him, help you when you have a problem. One who evaluates fairly he is not afraid to criticize and help you."

"Efficient use of time. One on one contact with professional teachers. Work at our rate."

"Some of the modules helped me to improve my teaching skills."

"I have the opportunity to see the results of many of the modules I work with institute in my teaching."

"Since I never taught before, I find the 'mods' helpful in things like the chalkboard, running a projector very helpful."

"I feel I could do as well or keep up with the credits if I had to go to Oakland, having this material here and working at home is a big help."

"Modules that refer to often used skills."

"They're effective and maintain my attention. Aid me in solving problems in my teaching, especially save time going to classes."

"They give me the freedom to work at my own pace without having to drive to evening classes."

"The learning experience is current and in time with today's competency based education."

Appendix B

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
1987-1988
RESPONSES FROM PBTE INTERNS TO OPEN-ENDED

QUESTION #43

QUESTION #43: What factors about the PBTE Program are a problem which needs to be corrected or improved?

"Not enough interaction/discussion."

"More time to work on the modules to complete the credits."

"None that I can think of."

"Assignments are extremely repetitive more, in my opinion than is necessary."

"Put Educational Psychology, and Foundations of Psychology in mod. form."

"My biggest problem with the PBTE program is in the three years I've been enrolled I've had three different FRP's. It would be nice to continue with the same FRP year after year."

"There is a lot of duplication in some areas."

"Inclusion of additional modules on mainstreaming and special needs. I would also like to see more involvement of the resource teachers at the school."

"Reduce the number of modules or credits needed for a vocational teaching certificate. The credits needed for vocational education are not useful in any other employment setting, therefore, very expensive when a Bachelor degree is already received in the profession of which you specialize. The video of the classroom for Voc Cert II modules is unnecessary once the professional approve your teaching skills in receipt of Voc Cert I. The required modules for Cert I and II list needs revised - with teacher input."

"There is too much repetition involved in completing the modules. And if any questions evolve in working through the modules you have to wait until the FRP visits."

"I am satisfied with the universities approach to PBTE."

"Modules are frequently out of stock at AAVIM."

"Some modules require a tremendous amount of paperwork which I feel is not condensive to learning. It becomes more like busy work."

"I feel we should be able to obtain our modules locally when needed."

"I really don't have any problems with the PBTE program."

"If you could purchase modules through the FRP or other direct methods."

"None."

"The only problem I have experienced is keeping the same field resource person."

"I can't think of any specific areas."

"Many modules require duplicate information."

"B6 module seems obsolete."

"At this point I have no problems with the PBTE program."

"None."

Appendix B

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
1987-1988
RESPONSES FROM PBTE INTERNS TO OPEN-ENDED

QUESTION #44

QUESTION #44: If you were starting your teacher education program now, would you do it through PBTE? Yes or No. Why?

"No - Not enough interaction with others for topic discussion."

"Yes - It is more convenient."

"Yes - Because I have no time to go to school."

"Yes - See #42."

"Yes - The PBTE program fits my needs. If I were to drive to Pittsburgh two or three evenings a week I'd have no time for anything else. Three hours of travel time plus time in class, plus parking, gas, and other expenses would be too much of a burden. Even if these courses were offered in Greensburg I would not be available for all the classes because of other professional commitments."

"Yes - The convenience and I like it's direct and to the point approach."

"Yes."

"Yes - Time involved and money."

"Yes."

"Yes - I feel that the PBTE Program provides for better on-the-job learning experiences as opposed to traditional on-campus classes. I have also found the information and suggestions contained in the modules to be very useful in applying it in my vocational program. In addition, I have found the PBTE program to be more convenient in that it eliminates the hassle of attending classes on campus."

"Yes - Personal convenience!"

"No - Most of the time in learning there is more information that can be gained through lecture than is given in written material."

"Yes - Saves a lot of time running to Pitt and I can fit the course work into my schedule easier."

"Yes - I think it is available and competent method. If I didn't think so you would have received a list of what was wrong with it."

"Yes - It addresses specific topics one at a time. It's real not theory. It's flexible (time and location). Instructors work with you on a one to one basis. Don Irwin is the most helpful FRP I have had!"

"Yes - I like Frick."

"Yes - Because the PBTE program saves much needed time that I may use on my students. This program also allows me to practice with my students while I am involved with the modules."

"Yes - Because I got a lot more done then I would have if I had to go the campus. Also, I like the one on one talking, helping, and evaluations of our field resource persons, especially with Mr. Irwin, he has helped me a lot."

"Yes - Saves driving to a center city campus. Provides for the efficient use of a limited member of hours. FRP provides one on one contact for specific questions or problems."

"Yes - It has been very helpful to me."

"Yes - I like to work when I have the time. No time used up going to and from Pittsburgh. I think it is a good way to learn."

"Yes - I can complete the work on-the-job leaving evenings free for other courses as needed."

"Yes - It makes things easier for me and I can do the work at my own speed."

"Yes - ability to work at home and utilize material in classroom."

"Yes - I save time working with modules."

"Yes - I like the convenience of working at home without going to night classes."

"Yes."

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
VOCATIONAL EDUCATION DEPARTMENT

Performance-Based Teacher Education
Personnel Report of Interns Currently
Being Serviced by FRP's

Corrected 4/1/88
Date: Jan. 26, 1988
Winter Term 87-88

Total Schools = 20
Preservice Interns = 2
Inservice Interns = 47
Total Interns = 49

Field Resource Person: Donald B. Irwin . **Inservice Interns =** 17 **Preservice Interns =** 1 **Total =** 18

SCHOOL (Senior Teacher Educator)	INTERN	VOC CERT PROGRAM I	VOC CERT PROGRAM II	TEACHG STATUS IN	TEACHG STATUS PRE	REGISTRATION STATUS Curntly Regd.	REGISTRATION STATUS Not Regd.	REGISTRATION STATUS New Will Reg.	RESIDENT RESOURCE PERSON
A. W. BEATTIE AVTS	Kirkpatrick, Wm.	x		x		3			
	Kukura, Judith		x	x		3			
	Miller, Scott		x	x		3			
	Mohney, Duane		x	x			x	COE Tape	
CENTRAL WESTMORELAND AVTS	Ellwood, Brad	x		x		3			
	Loughner, Kenneth		x	x			x		
	Swartz, George	x		x		3			
	Zeker, Ray	x		x		3			
EASTERN WESTMORELAND AVTS	Mizikar, David		x	x		3			
	Forlini, Dhara	x		x			x	X	
	Gosacco, Louis							x	
	Seese, George		x	x		3			
	Repko,							x	
NORTHERN WESTMORELAND AVTS	Kanaan, Al	x		x		3			
	Carlesi, R							x	
	Shaner, Dick		x	x					
MC KEESPORT AVTS	Benoit, Ronald		x	x					Marsha Ransick
PENN HILLS HIGH SCHOOL	Tain, Richard		x	x			x	COE Tape	
FORBES ROAD EAST AVTS	Balint, Paul		x	x					
	Geyer, Jacalynn		x		x				V. E. Zola
	Kubit, Bernard	x		x					

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
VOCATIONAL EDUCATION DEPARTMENT

Performance-Based Teacher Education
Personnel Report of Interns Currently
Being Serviced by FRP's

Corrected 4/1/88
Date: January 12, 1988
Winter Term 87-88

Total Schools = 20
Preservice Interns = 2
Inservice Interns = 47
Total Interns = 49

Field Resource Person: Edward J. Brown **Inservice Interns** = 13 **Preservice Interns** = 0 **Total** = 13

SCHOOL (Senior Teacher Educator)	**INTERN**	**VOC CERT PROGRAM**		**TEACHG STATUS**		**REGISTRATION STATUS**			**RESIDENT RESOURCE PERSON**
		I	**II**	**IN**	**PRE**	**Curntly Regd.**	**Not Regd.**	**New Will Reg.**	
Johnstown AVTS (Lipps) 814/226-6073	Falkowski, Gene A.		x	x		3			Robert Small
	Chirillo, Karen A.		x	x		3			V. Lynne Engler
Johnstown High School (Lipps) 814/539-8731									
Johnstown Rehab (Lungstrum) 814/255-5881	Baran, Barbara	x		x		3			Sam Camarata
	Lawson, Robert	x		x		3			Jack Demuth
	Hinzy, Harry T.	x		x		3			Joe Rizzo
Mon Valley AVTS (Lungstrum) 412/489-3581	Annonio, Erwin H.	x		x		3			DieCas, Bradley L.
	Wojciechowski, Gerald A.		x	x		3			DieCas, Bradley L.
	Galaski, Lauri	X			X			X	Wokaly, Mike
Somerset AVTS (Lipps) 814/443-3651	Acey, James G.		x	x		3		COE	Robert Friedline
	Phillippe, Gary A.	x		x		6		COE	Charles D. Eicher
	Spontak, Paula	x		x		3			Robert Friedline
South High School (Davidson) 412/431-2344	Jakicic, Richard N.		x	x			x	COE	John Foley
	Sukits, James P.		x	x		3			John Foley
	Valentino, Mary Pat		x	x		3		COE	Taylor, J. P.

Corrected 4/1/88

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
VOCATIONAL EDUCATION DEPARTMENT

Performance-Based Teacher Education
Personnel Report of Interns Currently
Being Serviced by FRP's

Date: January 1988
Winter Term 87-88

Total Schools = 20
Preservice Interns = 2
Inservice Interns = 47
Total Interns = 49

Field Resource Person: Edward Frick . **Inservice Interns =** 17 **Preservice Interns =** 1 **Total =** 18

SCHOOL (Senior Teacher Educator)	INTERN	VOC CERT PROGRAM I	VOC CERT PROGRAM II	TEACHG STATUS IN	TEACHG STATUS PRE	REGISTRATION STATUS Curntly Regd.	REGISTRATION STATUS Not Regd.	REGISTRATION STATUS New Will Reg.	RESIDENT RESOURCE PERSON
Beaver AVTS	J. Cateuera		X	X		3			J. Kitik
Pellegrino	F. Mano		X	X		3			J. Kitik
Fayette AVTS	R. Fretts		X	X		3			R. Washabaugh
Lungstrum	L. Murphy	X		X		6			R. Markutsa
	R. Washabaugh		X	X		6			
	L. Rossi	X		X				X	
Green County AVTS	G. Tylka	X		X		3			J. Musichuck
Lungstrum	F. Burich	X		X		3			K. Bamberger
	N. Kovacic	X		X		3			K. Bamberger
Western AVTS	J. Warabow		X	X		3			
Lungstrum	J. McDonald	X		X		3			G. Kemensic
Parkway AVTS	B. Fields	X		X		6			T. Burdette
Pellegrino	J. Inglish	X		X		6			G. Speranza
	C. Lininger	X		X		3			Y. Maringoni
	J. Brougher	X		X				X	A. Ceminaro
Steel Valley AVTS	J. Wright	X		X		3			B. Backlarz
N. Fayette AVTS	N. Manack	X			X	3			
	L. Pausek	X		X		3			
	K. Butcher	X		X			X		

SUPERVISOR OF VOCATIONAL EDUCATION

Dr. James Pellegrino, Component Coordinator

The 1987-88 academic year was marked by invigorating academic activity that transcends the School of Education, the Department of Instruction and Learning and the Program in Vocational Education. All faculty in the School were challenged with the activities of Academic Program Reviews. All departments were challenged with the activity of State Certification Reviews. All programs were challenged with the activity of rewriting programs of study for teacher and administrator certification.

The Vocational Program had the opportunity to think and reflect about its mission to the School of Education and its commitment to the Bureau of Vocational Education. It was the consensus that the program would continue to work toward the mission of excellence mandated by the School, and at the same time improve the quality of Vocational Programming for prospective teacher and administrators without interruption to the ongoing program operations.

Within this context, the Supervisor Component has 17 individuals enrolled at various levels. Four individuals have completed the Supervisor program during the 1987-88 academic year. During the past six months there has been renewed interest in the Supervisor program because of new options offered in the Leadership Component.

The Vocational Program now also draws on candidates who are employed in educational settings other than vocational schools and, in addition, would like to pursue the industrial focus. Candidates who pursue the industrial focus may have had experience in the vocational-technical education setting or in the industrial setting. These candidates have a commitment to pursuing careers in a variety of industrial settings. Some of these are as follows: training administrators or coordinators; self-employed industrial training consultants; training consultants for marketing companies which produce training programs; industry-education coordinators grants writers; industrial research assistants; service positions with state and federal agencies responsible for the allocations of funds designated for industrial training.

The supervisor program can now contribute at a significant level to the professional development of those individuals who are interested in leadership positions.

The activity of present candidates in the supervisor program will continue to increase. The average number of credits generated a year by each candidate is approximately 9-12 credits. Accordingly, with 17 active candidates, this generates approximately 150 cr to 175 cr per year on Supervisor Candidates only.

Dr. James Pellegrino, Associate Professor, continues to coordinate the Supervisor Program. He also teaches graduate and undergraduate courses, acts as field resource person for the intern phase of the Supervisory Program, and serves as Senior Teacher Educator in the field based PBTE program when needed. In addition, Dr. Pellegrino is Director of Graduate Studies in Vocational Education.

Recommendations for the Fiscal Year 1988-89 will be to market and implement the new graduate program that encompasses the Supervisor and Director Programs. The plan for the new graduate program has been approved by the Vocational Education faculty and the Academic Policy Committee of the School of Education. Human Resources are now being recruited to staff the program and begin the year with renewed vigor and vitality.

OUTREACH PROGRAM

VOCATIONAL DIRECTOR CERTIFICATION PROGRAM

John G. Lipps
Component Coordinator

Introduction

This field-based, internship component of the leadership development program provides each candidate with the opportunity to document his or her performance of the competencies needed to administer a vocational program in either an area vocational technical school or in a comprehensive high school.

Objectives

The following objectives have been identified for this program by the Bureau for Vocational and Adult Education, Harrisburg, PA:

1. Provide field-based, competency-based instruction and support services for the internship component of the Vocational Director Certification Program.
2. Apply an individual needs assessment strategy in order to provide credit for administrative competencies acquired prior to the date of entrance into the Director Certification Program.
3. Employ a Field Resource Person for every 15 to 20 interns.
4. Recruit a sufficient number of candidates to maintain a ratio of 15 interns for each Field Resource Person employed.
5. Provide a list of interns, their area of professional experience and the names of the school districts in which they are completing their internship.

6. Provide payments to local school districts to employ substitute teachers in order to release teachers for internship assignment.
7. Evaluate the program through intern and supervising director feedback.

Activities

These activities represent the means by which the objectives have been addressed:

1. Each intern is required to provide documentary evidence of the performance of each task within each of the 166 competencies in the program. The tasks are performed in an area vocational technical school with the supervision of both the Supervising Director and the University Field Resource Person. The documentation procedure is outlined on the "Cover Page for Competency Documentation and Assessment Materials" (Appendix A). The program is also competency based in that the program is based upon 166 competencies that were identified and verified in a national study made by The National Center for Research in Vocational Education. The 166 competencies are addressed through 28 modules provided by the National Center for Research in Vocational Education. The work of each intern is recorded on a progress sheet that lists each of the 28 modules. (A copy of the Intern Progress Report is shown in Appendix B.)

2. An assessment strategy is used to acknowledge and provide credit for administrative competencies acquired at a time previous to the date of entrance into the Director Certification Program. The competencies may have been developed through employment in a vocational administrative position or through the completion of a Vocational Supervisor Certification Program.
3. Dr. Donald Dickey, retired Director of the Crawford County AVTS, was employed as a Field Resource Person to supervise the work of the interns.
4. Several approaches have been used to recruit interns. A listing of persons completing the Director Certification Program along with position titles and place of internship has been published in the Spring Term issue of the Pitt Note (see Appendix "C"). This will be followed by a description of the program to be published in the Winter, 1989 issue of the Pitt Note. Letters are sent each year to prospective interns during the Spring Term of each year.
5. A list of interns, their area of professional vocational experience, and the school in which they are completing their internship is on file for FY 1987-88. (See Appendix D).
6. A system, including standardized application forms, is provided to make it possible for interns to obtain released time for internship assignments. During the FY 1987-88, no interns applied for released time. (See Appendix E).

7. An evaluation of the program was made through obtaining feedback from Interns and Supervising Directors. (A more detailed description is included in this report under "Evaluation").

Evaluation

The Center Activities, listed in the previous section, also indicate the means of implementing each of the seven program objectives. Appendices "A" through "E" provide evidence in regard to achieving the seven objectives. Additional evidence shows the number of students served may be obtained by reviewing Appendix "D" and by noting that 13 interns were served during the FY 1987-88. The number of credits earned by the interns totaled 48.

Number of students enrolled in the internship:

Summer - 1987 -- 7
Fall - 1987 -- 3
Winter - 1988 -- 5
Spring - 1988 -- 1
16

Staff and Staff Time Assigned

University personnel assigned to the Vocational Director Certification Program, position title and portion of time assigned to the activity were:

1. John G. Lipps, Coordinator	15%
2. Donald Dickey, Field Resource Person	100%
3. Stella Foust, Secretary	5%

Strengths and Weaknesses:

Evaluation instruments were mailed on June 1, 1988 to both the interns and their supervising directors.

Program strengths reported by the Interns included favorable statements regarding the validity of topics covered, support by the University Field Resource Person and the Supervising Director, realistic competencies, customized proposals, individualized work base, and on-the-job training. Program strengths reported by the Supervising Directors included favorable statements made in regard to the positive effect of the internship upon the local program and the flexibility provided in the process of converting APAF Statements into tasks that are subsequently subject to editing by the Supervising Director.

Program weaknesses reported by the Interns were primarily in reference to a need to eliminate some of the modules while adding new modules that address more current issues such as, contract negotiations, dealing with program cutbacks, and working with school boards. Program weaknesses reported by the Supervising Directors suggested a need for a closer screening of candidates, a check on whether or not work was being copied from others, a need for more traditional course work and a closer look as to whether or not the task statements are relative to the work done.

Recommendations

1. Address current issues in vocational education such as contract negotiations, dealing with program cutbacks, creative programming, working with school boards, and school law.
2. Continue to address the current issues of last year such as teacher induction, decreased enrollments, increased high school graduation requirements, vocational subsidies, the Right to Know Act, CJT proposal writing, and management of facilities.
3. Review new instruction guides for inclusion in the program while eliminating non-critical modules.
4. Identify alternative tasks to be performed for selected modules.

Appendix A

VE 218 (Gold)
Internship

University of Pittsburgh
School of Education
Vocational Director's Certification Program

Competency Cluster ____

COVER PAGE
FOR
COMPETENCY DOCUMENTATION AND ASSESSMENT MATERIALS

Note: Attach table of contents, approved proposal, documentary evidence and assessment forms to this cover page for final evaluation by University personnel.

Candidate's Name ______________________ Day Phone (   ) ________

Supervising Director's Preliminary Approval Signature ______________________ Date

University Personnel Final Approval Signature ______________________ Date

A. Competency Cluster Number ____ and Statement: (print)

____

____

B. Competency Cluster Performance Documentation and Assessment Process: (an overview)

In order to perform, document, and assess each of the 28 competency clusters, follow the steps outlined below. (These nine steps are detailed on the Competency Development Procedure Sheet.)

1. Select a competency cluster for performance.

2. Write a "Documentation Proposal" for the selected competency cluster.

    a. Develop a list of tasks leading to the performance of the selected competency cluster.

    b. Identify, by enclosing the task number in parentheses, those tasks either completed or planned for completion while enrolled in University course work.

    c. Identify, with a "V", those tasks appropriate for verification by the Supervising Director.

  d. Preface, with the phrase "if possible", those tasks that may later be replaced with an alternate task.

  e. Analyze and complete the list of tasks by adding selected "Task Statements."

  f. If possible design a "major" task.

  g. Analyze the list of tasks to determine and record the number of pieces of documentary evidence to be produced and/or collected.

3. Obtain approval of the proposal by the Supervising Director and the University Field Resource Person.

4. Proceed with the performance of each task listed in the proposal.

5. Create or collect the documentary evidence for the assessment of the performance of each task listed in the "Documentation Proposal."

6. Assemble a "package of materials" to document the performance of the entire competency cluster.

7. Submit the "package of materials" to the Supervising Director for assessment and preliminary approval.

8. Submit the "package of materials" to obtain final competency cluster evaluation and approval to:

John G. Lipps, Coordinator
Vocational Director's Certification Program
Center for Vocational Personnel Development
Room 4M33, Forbes Quadrangle
University of Pittsburgh
Pittsburgh, PA 15260
Phone (412) 624-1299

9. Maintain a personal record by recording the date each competency cluster was submitted to the University for final approval.

VE 218 (Salmon)

University of Pittsburgh
School of Education
Director of Vocational Education Program

D.C.P.

INTERN PROGRESS REPORT
(Application Level)

Candidate's Name ______________________ Day Phone (   ) __________

Supervising Director's Name ______________________ Phone (   ) __________

DUTY	MODULE		APPROVAL		
IDENT. CODE	TITLE	No.	PROP. DATE	DOCUMENT DATE	DOCUMENT INIT.
A - 1	DEVELOP LOCAL PLANS, PART I	1			
A - 2	DEVELOP LOCAL PLANS, PART II	2			
A - 3	DIRECT PROGRAM EVALUATION	9			
- - -	PROVIDE ALTERNATE PROGRAMS	24			
B - 1	DIRECT CURRICULUM DEVELOPMENT	7			
B - 2	GUIDE DEVELOP. & IMPROVE. OF INSTRUCTION	10			
B - 3	MANAGE DEVELOPMENT OF MASTER SCHEDULES	20			
C - 1	MANAGE STUDENT RECRUITMENT AND ADMISSIONS	8			
C - 2	PROVIDE GUIDANCE SERVICES	22			
C - 3	MAINTAIN SCHOOL DISCIPLINE	26			
C - 4	ESTABLISH STUDENT PLACEMENT SERVICE	3			
D - 1	SELECT SCHOOL PERSONNEL	18			
D - 2	SUPERVISE VOCATIONAL EDUCATION PERSONNEL	5			
D - 3	EVALUATE STAFF PERFORMANCE	15			
D - 4	MANAGE SCHOOL PERSONNEL AFFAIRS	27			

Appendix B-2

DUTY	MODULE		APPROVAL		
INDENT.			PROP.	DOCUMENT	
CODE	TITLE	No.	DATE	DATE	INIT.
E - 1	APPRAISE PERSONNEL DEVELOP. NEEDS	4			
E - 2	PROVIDE A STAFF DEVELOP. PROGRAM	11			
E - 3	PLAN YOUR PROFESSIONAL DEVELOPMENT	25			
F - 1	ORGANIZE... A V.E. ADVISORY COMMITTEE	6			
F - 2	PROMOTE THE VOCATIONAL EDUCATION PROGRAM	12			
F - 3	INVOLVE THE COMMUNITY IN VOC. ED.	17			
F - 4	COOPERATE WITH GOVERNMENT/COMMUNITY AGENCIES	28			
F - 5	DEVELOP LINKAGES BETWEEN EDUCATION & INDUSTRY	31	...	...	...
G - 1	PROVIDE BLDGS. & EQUIP. FOR VOC. ED.	23			
G - 2	MANAGE VOC. BLDGS. & EQUIPMENT	16			
G - 3	MANAGE PURCHASE OF EQUIP./ SUPPLIES/INS.	14			
H - 1	PREPARE VOCATIONAL EDUCATION BUDGETS	13			
H - 2	IDENTIFY FINANCIAL RESOURCES FOR PROGRAMS	19			
H - 3	DEVELOP APPLICATIONS/PROPOSALS FOR FUNDING	21			
I - 1	USE INFO. RESOURCES TO IMPROVE PROGRAM	29	...	...	...
I - 2	USE INQUIRY SKILLS TO IMPROVE PROGRAMS	30	...	...	...

09-80
02-83 REVISION

VOCATIONAL DIRECTOR CERTIFICATION PROGRAM

John G. Lipps

The Vocational Director Certification Program at the University of Pittsburgh has prepared 23 people for administrative leadership roles in vocational education since August, 1980. In August, 1980, the program was restructured around 166 competencies identified and verified in a national study by the National Center for Vocational Education at The Ohio State University. In addition, the program became field-based, requiring the documented performance of each task within each competency during an internship in an actual administrative situation. This internship was supervised by a University Field Resource Person and by a supervising Vocational Director.

1980-81
Mr. Robert George   Beaver County AVTS
  Mr. Rody Polojac, Supervising Director
Ms. Linda Giroski   Parkway West AVTS
  Dr. Thomas Turnbaugh, Supervising Director
. Eleanor Fetherston   A.W. Beattie AVTS
  Dr. Eugene Pandolph, Supervising Director
Mr. Joseph Poerio   Pittsburgh City Schools
  Mr. Robert Lamping, Supervising Director

1981-82
Mr. Joseph Berdomas   Admiral Peary AVTS
  Dr. Bryan Fluck, Supervising Director
Mr. Mario Santa Columbo   Mon Valley AVTS
  Mr. Edward Fibbi, Supervising Director
Mr. George Dressler   Butler County AVTS
  Dr. Saul Danovitz, Supervising Director
Dr. Fred Monaco   Pittsburgh City Schools
  Mr. Robert Lamping, Supervising Director
Mr. Mario Moraco   A.W. Beattie AVTS
  Dr. Eugene Pandolph, Supervising Director
Mr. Donald Thomas   Greater Johnstown AVTS
  Mr. Boyd Lehman, Supervising Director

1982-83
Mr. William Antonio   Western AVTS
  Mr. Leonard Santoro, Supervising Director
Mr. Robert Brucker   Erie County AVTS
  Mr. William Silkman, Supervising Director
r. Eugene Jox   Pittsburgh City Schools
  Dr. Fred Monaco, Supervising Director

1983-84
Dr. Carolyn Heil   A.W. Beattie AVTS
  Dr. Saul Danovitz, Supervising Director
Mr. Dean Karns   Western AVTS
  Dr. Thomas Turnbaugh, Supervising Director
Mr. Clentin Martin   Central Westmorelan
AVTS
  Mr. William Downs, Supervising Director

1984-85
Mr. Ronald Brougher   Greater Johnstown AVTS
  Mr. Boyd Lehman, Supervising Director
Mr. Anthony Crimaldi   Indiana County AVTS
  Mr. David Jamison, Supervising Director
Mr. Victor Zakowski   A.W. Beattie AVTS
  Dr. Eugene Pandolph, Supervising Director

1985-86
Dr. Mary Ravita   Parkway West AVTS
  Dr. Thomas Turnbaugh, Supervising Director
Mr. Joseph Rizzo   Greater Johnstown AV
  Mr. Boyd Lehman, Supervising Director

1986-87
Dr. Janice Dominico   Central Westmoreland
AVTS
  Mr. William Downs, Supervising Director
  Mr. Clentin Martin, Supervising Director
Dr. Linda Richert   A.W. Beattie AVTS
  Dr. Eugene Pandolph, Supervising Director

Persons interested in preparing for an administrative leadership position in vocational education should contact:

John G. Lipps, Coordinator
Director Certification Program
Vocational Education Program
University of Pittsburgh
4M24 Forbes Quadrangle
Pittsburgh, PA 15260
Phone: (412) 648-7349

Appendix D

Participant Program

Subject: Intern List (as of June 30, 1988)

Center Component: Vocational Director Certification Program

Component Coordinator: John G. Lipps

	Intern's Name	Vocational Area	School Address
1.	Bamberger, Katherine	Health Occupations	Greene Co. AVTS
2.	Beachley, Darlene	Graphic Arts	McKeesport AVTS
3.	DeiCas, Bradley	Teacher	Mon Valley AVTS
4.	Glantz, Darla	Field Resource Person	A.W. Beattie AVTS
5.	Hess, Roy	Auto Mechanics	Central Westmoreland AVTS
6.	Koeberlein, Ernest	Alternate School	A.W. Beattie AVTS
7.	Marangoni, Lavonne	Health Occupations	Parkway West AVTS
8.	Martin, Rachel	Cosmetology	Mercer Co. AVTS
9.	Sheasley, Martin	Vocational Supervisor	Mercer Co. AVTS
10.	Trees, John	Drafting	Fayette Co. AVTS
11.	Wille, Albert	Counselor	A.W. Beattie AVTS
12.	Kranking, David	Industrial Arts	Erie City AVTS
13.	Parker, Kenneth	Admin. Assistant	N. Fayette Co. AVTS

VE 218

University of Pittsburgh
School of Education
Director of Vocational Education Program

APPLICATION FOR RELEASED TIME

Intern's Name ______________________________ ____ / ____ / ____
Last First Initial Social Security N

Address: ______________________________
Street

______________________________ (   ) ____________
City State Zip Code Phone

Business: ______________________________
School Street

______________________________ (   ) ____________
City State Zip Code Phone

A. APPLICATION PROCESS: (Applicant will check ✓ steps completed)

____ 1. Received written notification of admission to the Director Certification Program from the University of Pittsburgh.
____ 2. Currently enrolled in VE 218 or VE 204 or VE 270.
____ 3. Received final approval of at least three documentation proposals.
____ 4. Attached a letter of approval for released time from the school district in which the applicant is employed. (This letter should include the name and address of the local school administrator to whom the University of Pittsburgh will send reimbursement checks. The letter should also state the daily rate for substitute teachers in the school district)

B. RELEASED TIME POLICIES:

1. An intern may apply for one to five days of released time for each application filed.

2. Released time awarded for this application must be utilized prior to June 30 of the academic year in which the award is made.

3. University payments will cover up to $50.00 per day for substitute teachers.

4. University payments will be paid in response to a written request from the school district indicating the date and wages for each day taught by the substitute teacher(s).

C. REQUEST

Please consider this as my request for ____ days of released time in order to perform and document compentencies found in the following modules:

Module No.	Abbreviated Module Title
______	______________________________
______	______________________________
______	______________________________
______	______________________________

______________________________ ______________
Intern's Signature Date

______________________________ ______________
Vocational Director's Signature Date

WORKSHOPS AND SEMINARS

Dr. Ona Kay Kinter
Component Coordinator

I. INTRODUCTION

Workshops and seminars conducted during the July 1-June 30 period of FY 1987-88 addressed the needs of vocational educators to upgrade their skill and/or remain current with changing patterns of need and delivery of vocational services and instruction. Clients and service providers were involved in activities designed to enhance the professional effectiveness of prospective and practicing vocational educators. Workshops/seminars were offered as non-credit opportunities to upgrade the knowledge, skills, and capabilities of vocational educators. On-campus and off-campus workshops and seminars were conducted for:

1. Clients or service providers to vocational education in the form of information exchanges.
2. Vocational teachers, counselors, supervisory and administrative personnel in order to update, and/or develop technical skills, pedagogical skills, and leadership.
3. Vocational teacher educators to provided and enhance information dissemination, fact gathering, or training.

II. ACCOMPLISHMENTS

Objectives

Objective 1: Conduct workshops to update and/or upgrade the pedagogical competencies of vocational educators.

Objective 2: Conduct workshops to update and/or upgrade the technical competencies of vocational educators.

Objective 3: Conduct leadership development workshops and seminars to upgrade skills of vocational educators.

Objective 4: Conduct updates, information exchanges and/or public relations for vocational education with business and industry to stimulate economic development in the Commonwealth of Pennsylvania.

Completed Activities

Reports of workshops and seminar activities are presented chronologically within the reporting category to which they most closely relate.

These reports follow the directives of Guidelines, Final Report as issued by the Pennsylvania Bureau of Vocational and Adult Education. Full reports are maintained within the Center.

CATEGORY 1 - Pedagogical or special emphasis workshops and seminars.

Chapter 6 Regulations and Standards--Lawrence County AVTS
Chapter 6 Regulations and Standards--Somerset County AVTs
Chapter 6 Regulations and Standards--Mon Valley AVTS
Chapter 6 Regulations and Standards--Beaver County AVTS
Helping Teachers Plan and Organize Their Vocational Program--Connelly Skill Learning Center
Developing Competency-Based Curriculum--Forbes Road AVTS
Managing Competency-Based Instruction in Your Clasroom--Forbes Road AVTS

CATEGORY 2 - Technical updating workshops and seminars.

Health Occupations Education Update
Exploring Career Path Potential

CATEGORY 3 - Information Exchanges

Chapter 6 Technical Assistance Workshop--Mercer County AVTS
Chapter 6 Technical Assistance Workshop--Riverview I.U. #6
Chapter 6 Technical Assistance Workshop--Admiral Peary AVTS
Chapter 6 Technical Assistance Workshop--A.W.Beattie AVTS
Chapter 6 Technical Assistance Workshop--Beaver County AVTS
Chapter 6 Technical Assistance Workshop--Central Westmoreland AVTS
Effective Self-Directed Search and Placement Techniques

Planned Activities

Due to the University's eight-month contract schedule, which expired for FY 1987-88 on April 30, 1988, no further workshops were planned beyond June 6, 1988. Available time was spent identifying pertinent areas of need for workshops and seminars in the current fiscal year.

Evaluation

Summaries of participants' evaluations are included with each report. Where appropriate, ratio data were generated about workshop quality. At other times, qualitative data were collected. A summary of each workshop is provided on the following pages.

Problems

Several problems affected the workshop offerings in 1987-88. One such problem was scheduling. Teachers already have many demands on their professional time. Finding a common time when a large group of teachers can meet as a group is a continuing problem.

III. CONCLUSIONS

At the end of this years workshops, several conclusions are drawn about future workshop functions. Among them are: 1) need for more aggressive workshop agenda, 2) more technical up-dating workshops, 3) need for collaboration with other centers, and 4) more quality information about the needs of vocational teachers.

More Aggressive Workshop Agenda

The Center at the University has realized the public relations potential of the workshop/seminar function and will more actively pursue this activity in the future.

More Technical Up-dates

In recent years vocational teachers have not been provided with adequate support for the technical areas from the Center. This will be a high priority for the next school year.

Collaboration With Other Centers

Workshops and seminars are more efficient and cost effective when conducted collaboratively with the other Pennsylvania Centers. The evidence for this was the Chapter 6 Technical Assistance workshops conducted in cooperation with IUP. These workshops served an important function that was not met in other parts of the Commonwealth. The University will seek to provide other collaborative efforts in this next few years.

Better Needs Assessment

It is important to accurately ascertain the inservice and preservice needs of today's vocational teachers. This information, once generated will also have great implications for teacher education. The University will pursue an indepth and long-range needs assessment activity during the next school year. If possible, this needs assessment will be conducted in cooperation with other centers.

WORKSHOP SUMMARY

Workshop Title:	Workshop #1: Chapter 6 Technical Assistance Workshop Mercer County AVTS.
Clientele:	School district superintendents and administrators, vocational program directors, administrators, and teachers.
Dates Offered:	October 7, 1987
Total Hours of Instruction:	6 hours
Workshop/Seminar Director(s):	Dr. John W. Schell, University of Pittsburgh; Dr. Tom O'Brien, Indiana University of Pennsylvania; Mr. Tony Nosal, Pennsylvania Department of Education.
Business/Industrial Co-sponsor(s):	These workshops were a joint effort of the University of Pittsburgh, Indiana University of Pennsylvania, and the Pennsylvania Department of Education.
Number of Participants:	63 from 32 school districts Participant names on file.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(See summary at conclusion of workshop # 6.)

WORKSHOP SUMMARY

Workshop Title:	Workshop #2: Chapter 6 Technical Assistance Workshop Riverview I.U. #6.
Clientele:	School district superintendents and administrators, vocational program directors, administrators, and teachers.
Dates Offered:	October 8, 1987
Total Hours of Instruction:	6 hours
Workshop/Seminar Director(s):	Dr. John W. Schell, University of Pittsburgh; Dr. Tom O'Brien, Indiana University of Pennsylvania; Mr. Tony Nosal, Pennsylvania Department of Education.
Business/Industrial Co-sponsor(s):	These workshops were a joint effort of the University of Pittsburgh, Indiana University of Pennsylvania, and the Pennsylvania Department of Education.
Number of Participants:	32 from 19 school districts Participant names on file.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(See summary at conclusion of workshop # 6.)

WORKSHOP SUMMARY

Workshop Title:	Workshop #3: Chapter 6 Technical Assistance Workshop Admiral Peary AVTS
Clientele:	School district superintendents and administrators, vocational program directors, administrators, and teachers.
Dates Offered:	October 20, 1987
Total Hours of Instruction:	6 hours
Workshop/Seminar Director(s):	Dr. John W. Schell, University of Pittsburgh; Dr. Tom O'Brien, Indiana University of Pennsylvania; Mr. Tony Nosal, Pennsylvania Department of Education.
Business/Industrial Co-sponsor(s):	These workshops were a joint effort of the University of Pittsburgh, Indiana University of Pennsylvania, and the Pennsylvania Department of Education.
Number of Participants:	56 from 28 school districts Participant names on file.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(See summary at conclusion of workshop # 6.)

WORKSHOP SUMMARY

Workshop Title:	Workshop #4: Chapter 6 Technical Assistance Workshop A.W. Beattie AVTS
Clientele:	School district superintendents and administrators, vocational program directors, administrators, and teachers.
Dates Offered:	October 21, 1987
Total Hours of Instruction:	6 hours
Workshop/Seminar Director(s):	Dr. John W. Schell, University of Pittsburgh; Dr. Tom O'Brien, Indiana University of Pennsylvania; Mr. Tony Nosal, Pennsylvania Department of Education.
Business/Industrial Co-sponsor(s):	These workshops were a joint effort of the University of Pittsburgh, Indiana University of Pennsylvania, and the Pennsylvania Department of Education.
Number of Participants:	61 from 27 school districts Participant names on file.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(See summary at conclusion of workshop # 6.)

WORKSHOP SUMMARY

Workshop Title:	Workshop #5: Chapter 6 Technical Assistance Workshop Beaver County AVTS
Clientele:	School district superintendents and administrators, vocational program directors, administrators, and teachers.
Dates Offered:	November 3, 1987
Total Hours of Instruction:	6 hours
Workshop/Seminar Director(s):	Dr. John W. Schell, University of Pittsburgh; Dr. Tom O'Brien, Indiana University of Pennsylvania, Mr. Tony Nosal, Pennsylvania Department of Education.
Business/Industrial Co-sponsor(s):	These workshops were a joint effort of the University of Pittsburgh, Indiana University of Pennsylvania, and the Pennsylvania Department of Education.
Number of Participants:	48 from 24 school districts Participant names on file.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(See summary at conclusion of workshop # 6.)

WORKSHOP SUMMARY

Workshop Title:	Workshop #6: Chapter 6 Technical Assistance Workshop Central Westmoreland AVTS
Clientele:	School district superintendents and administrators, vocational program directors, administrators, and teachers.
Dates Offered:	November 4, 1987
Total Hours of Instruction:	6 hours
Workshop/Seminar Director(s):	Dr. John W. Schell, University of Pittsburgh; Dr. Tom O'Brien, Indiana University of Pennsylvania; Mr. Tony Nosal, Pennsylvania Department of Education.
Business/Industrial Co-sponsor(s):	These workshops were a joint effort of the University of Pittsburgh, Indiana University of Pennsylvania, and the Pennsylvania Department of Education.
Number of Participants:	73 from 35 school districts Participant names on file.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(See summary at conclusion of workshop # 6.)

Workshop Planning Guide

Today's Agenda

Session #1: Main Meeting Room
9 to 12 noon

Overview of the reapproval process.

Vocational components of the Long-range Plan.

What is articulation as described in Chapter 6?

Sources & applications of labor market information.

Basic elements of CBVE.

Special services for handicapped & disadvantaged student populations.

Lunch
12 noon to 1

Session #2: Breakout Sessions.

1 to 2:15

Unique Applications Of Chapter 6 To Vocational Content Areas.

There are 4 breakout sessions. They are organized by vocational content area. The areas include 1) Trade and Industrial, 2) Home Economics, 3) Health and Agriculture, and 4) Business, Marketing, and Cooperative Education. Room locations will be announced.

Session #3: Main Meeting Room
2:15 to 3

Discussion of key issues from Breakout Sessions.
Questions and answers.

- OVERALL -
CHAPTER 6 WORKSHOPS
EVALUATION

n=333

1. The organization of the workshop was...

POOR 1 2 3 4 EXCELLENT
$\overline{X}$= 3.7

2. The objective of the workshop was appropriate. . .

POOR 1 2 3 4 EXCELLENT
$\overline{X}$=3.8

3. The topic sessions presented in the morning provided the information I needed. . .

POOR 1 2 3 4 EXCELLENT
$\overline{X}$=3.4

4. The small group sessions in the afternoon were effective. . .

POOR 1 2 3 4 EXCELLENT
$\overline{X}$=3.7

5. The workshop presenters were well prepared. . .

POOR 1 2 3 4 EXCELLENT
$\overline{X}$=3.8

6. I acquired new and worthwhile information. . .

POOR 1 2 3 4 EXCELLENT
$\overline{X}$=3.6

7. Rapport between the workshop leaders and participants were. . .

POOR 1 2 3 4 EXCELLENT
$\overline{X}$=3.7

8. Overall, I consider this workshop. . .

POOR 1 2 3 4 EXCELLENT
$\overline{X}$=3.5

9. Future workshop topics I would like to attend are. . .

A. Individual comments are on file at the Ligonier Office - Western Region - PDE.
B.

C.

Workshop Title:	HEALTH OCCUPATIONS EDUCATION UPDATE
Clientele:	Pennsylvania Health Occupations Teachers
Dates Offered:	November 19 and 20, 1987
Total Hours of Instruction:	9
Location:	Pennsylvania Department of Education Honors Suite 338 Market Street Harrisburg, PA
Workshop/Seminar Director(s):	Dr. Ona Kay L. Kinter, University of Pittsburgh Mrs. Helen K. Swaincott, PDE/BVAE
Business/Industrial Co-sponsor(s):	--
Number of Participants:	69 (list on file)
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(Follows immediately)

Pennsylvania Department of Education
Bureau of Vocational and Adult Education
University of Pittsburgh Vocational Education Program

HEALTH OCCUPATIONS WORKSHOP

Thursday, November 19, and Friday, November 20, 1987
Pennsylvania Department of Education
Honors Suite, First Floor
333 Market Street
Harrisburg, Pennsylvania 17126-0333

Thursday, November 19, 1987

6:00 PM	Workshop Registration
6:30	WORKSHOP ORIENTATION
7:00	INTEGRATING LEADERSHIP SKILLS: USING A FORMAL PROCESS - A new and creative method of teaching Presenter: Mrs. Rosemarie Dunkelberger President, PennHOSA, Inc.
9:00	Evening Session Adjournment (on-your-own time for sharing)

Friday, November 20, 1987

8:30 AM	Registration/Continental Breakfast
9:00	PDE UPDATE Presenter: Mrs. Helen K. Swaincott Health Occupations Program Specialist, PDE/BVAE
9:45	UPDATE ON STATE BOARD REGULATIONS Presenter: Mrs. Carolyn C. Thompson, D.H. Member, Pennsylvania State Board of Dentistry
10:15	Coffee Break
10:30	COMPLIANCE WITH THE NURSE PRACTICE ACTS Presenter: Mrs. Caroline Ace, LPN Member, Pennsylvania State Board of Nursing
12:00 NOON	Catered Lunch
1:00 PM	AIDS EPIDEMIOLOGY, COMMUNICABILITY, AND PREVENTION Presenter: Dr. David E. Schooley, D.O. Medical Director, South Central District Pennsyvlania Department of Health
3:45	Wrap-up and Evaluation
4:00	Workshop Conclusion

PENNSYLVANIA DEPARTMENT OF EDUCATION
DEPARTMENT OF VOCATIONAL AND ADULT EDUCATION

and

UNIVERSITY OF PITTSBURGH
VOCATIONAL EDUCATION PROGRAM

HEALTH OCCUPATIONS UPDATE
DENTAL ASSISTANT (N=10)
Honors Suite
Pennsylvania Department of Education
November 19 - 20, 1987

Summary of Evaluation

A. Key: SA = Strongly Agree A = Agree
D = Disagree SD = Strongly Disagree

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1. This workshop provided instruction/information that will help me to upgrade my instructional program to current standards/needs/expectations.	30	40	--	--

Comments: Many dental questions were not answered (20%). Doesn't really apply to my program; I'm up-to-date (10%).

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
2. This workshop provided information about methods I can use to incorporate legal techniques/equipment/proceduresin my classroom/laboratory/clinical setting.	30	70	--	--

Comments: Dental information fell short (10%). Very basic information (10%). Mrs. Ace provided information incorporating legal techniques; I was able to transfer to dental procedures (10%).

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
3. This workshop provided program updating information that met my needs.	50	50	--	--

Comments: Information on AIDS (10%).

4.	This workshop provided adequate opportunity for discussion.	70	20	10	--
	Comments: In all areas (10%).				

B. Key: E = Excellent; G = Good; P = Poor

		E %	G %	P %
1.	Method of presentation	60	40	--
2.	Presenters	40	50	10
	Comments: Couldn't see transparencies (10%). Carolyn Thompson not well informed (10%)			
3.	Handout material	30	70	--
4.	Activities	10	90	--
5.	Benefit to me as a teacher	20	80	--
6.	Overall rating of workshop	30	70	--

C.

1. Single most valuable aspect of workshop:

   Discussion; question-and-answer session (10%)
   Networking with other teachers (20%)
   Laws and legal procedures (10%)
   Information on AIDS (30%)
   Being able to give you questions that may be forwarded for answers (10%)
   New dental law (10%)

2. Single least valuable aspect of workshop:

   Lack of handouts on legal (10%)
   Need more basic HOSA information (10%)
   Carolyn Thompson not well-informed (10%)

Schedule earlier in fall or in spring (10%)
Dental radiology not specific enough (10%)
Leadership information superfluous (10%)

3. Topics for future workshops:

More on exactly what can be taught in classroom (20%)
How to teach AIDS to students (10%)
HOSA (10%)
Treatment of geriatric community (10%)
Current laws for dental and medical (10%)
Legal aspects (10%)

4. Other comments:

All in all a good day - great lunch (10%)
Subject matter for workshop was excellent (10%)
Dr. Schooley's presentation interesting and informative (10%)
Not enough time for discussion (10%)
Speakers should use microphones (10%)
Wonderful AIDS program (10%)

HEALTH OCCUPATIONS EDUCATION UPDATE
MEDICAL ASSISTANT (N=3)

A. Key: SA = Strongly Agree A = Agree
D = Disagree SD = Strongly Disagree

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1. This workshop provided instruction/information that will help me to upgrade my instructional program to current standards/needs/expectations.	100	--	--	--

Comments: Confusing - not explicit.

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
2. This workshop provided information about methods I can use to incorporate legal techniques/equipment/procedures in my classroom/laboratory/clinical setting.	33	33	33	--

3. This workshop provided program updating information that met my needs.	33	66	--	--
4. This workshop provided adequate opportunity for discussion.	66	33	--	--

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B. Key: E = Excellent; G = Good; P = Poor

	E %	G %	P %
1. Method of presentation	66	33	--
2. Presenters	66	33	--
3. Handout material	66	33	--
4. Activities	66	33	--
Comments: Especially HOSA			
5. Benefit to me as a teacher	66	33	--
6. Overall rating of workshop	66	33	--

C.

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1. Single most valuable aspect of workshop:

HOSA (33%)
Update on State Board - Nurse Practice Acts (33%)
Legal (33%)

2. Single least valuable aspect of workshop:

Nurse practice acts confusing (33%)
At a loss as to what may be taught in area of medical assisting (33%)
Attended only on November 20 but complete day of value (33%)
All parts gave information of use (33%)

3. Topics for future workshops:

Update on curriculum and certification for Nurses' Aides (33%)

4. General comments:

Dr. Schooley excellent speaker (33%)
AIDS information excellent (33%)
Difficulty seeing overheads (33%)
Need curriculum for teaching the AIDS class in high school as mandated by the state beginning this year (33%)

HEALTH OCCUPATIONS EDUCATION UPDATE
HEALTH ASSISTANT (N=3)

A. Key: SA = Strongly Agree A = Agree
D = Disagree SD = Strongly Disagree

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1. This workshop provided instruction/information that will help me to upgrade my instructional program to current standards/needs/expectations.	45	51	4	--

Comments: In some areas; should have presented more concrete guidelines for some areas (2.7%). Needs not clearly defined (2.7%). AIDS information (2.7%). Dental - needed more detailed handouts (2.7%).

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
2. This workshop provided information about methods I can use to incorporate legal techniques/equipment/procedures in my classroom/laboratory/clinical setting.	38	49	13	--

Comments: Only integration of HOSA committee into classroom (2.7%). Should provide written material (2.7%). Legal aspects/concepts (2.7%). More time for details (2.7%). I feel more concerned and would like more information (2.7%).

3. This workshop provided program updating information that met my needs.	24	65	11	--

Comments: In some areas (2.7%). Re: legal aspects (2.7%). Added to confusion, especially legalities (2.7%). Some questions still unanswered (2.7%). New teachers at a disadvantage especially with afternoon information (2.7%). I feel we needed more time (2.7%). Felt I received very little new information that I have not sought on my own (2.7%).

4. This workshop provided adequate opportunity for discussion.	44	51	5	--

Comments: The dental hygienist seemed defensive and seemed to take questions personally (2.7%). --and more! (2.7%) Could use more time (2.7%).

B. Key: E = Excellent; G = Good; P = Poor; N = No Response

	E %	G %	P %	N %
1. Method of presentation	43	54	3	--

Comments: Microphone? (2.7%). AM session (2.7%). Lecture excellent, transparencies difficult/impossible to read (2.7%). Much enjoyed (2.7%).

2. Presenters	43	54	3	--

Comments: All but dental (2.7%). Should have had the NPA distributed (2.7%). Mrs. Thompson, fair; Mrs. Ace, excellent; Mr. Schooley, excellent (2.7%). Could not see Friday p.m. material on overhead (5.4%). Some difficulty hearing AIDS presentation; off-top-of-head best part of discussion (2.7%).

3. Handout material	27	54	--	19

Comments: Except for Friday a.m. - none given (8.1%). Not very much (2.7%). Important booklets and fact sheets should have been available at workshop (2.7%). Would like the rules and regulations/laws (5.4%). Except HOSA (2.7%).

4.	Activities	24	60	3	13
	Comments: Discussion only (2.7%). ? (2.7%) Good subjects (2.7%).				
5.	Benefit to me as a teacher	32	65	--	3
	Comments: Need information (2.7) O.K. (2.7%).				
6.	Overall rating of workshop	32	57	--	11
	Comments: I recognize that this workshop provided information to many people who are confused or unaware of their roles and responsibilities (commentor found much of it superfluous) (2.7%).				

C.

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1. Single most valuable aspect of workshop:

   Networking (45.9%)
   Information on AIDS (30%)
   Awareness of legal ramifications in teaching procedures (16%)
   Update on nursing (8%)
   Nurse practice presentation by Caroline Ace (2.7%)
   Dental aspects (5.4%)
   Being informed of agencies to obtain information regarding rules and regulations in nursing and dentistry (2.7%)
   Getting to hear about other programs (2.7%)
   Open discussion of issues (but needed more time for disagreements) (2.7%)
   All of equal value (2.7%)

2. Single least valuable aspect of workshop:

   Dental (18.7%)
   Incorporating leadership skills (8%)
   All important and useful (7%)
   Ms. Thompson's presentation (5.4%)
   Need handouts (5.4%)
   Needed more time for individual questions and discussions (2.7%)
   Incorporating leadership skills (2.7%)
   State Board people too vague - more guidelines (5.4%)
   HOSA (2.7%)
   Length of the day (2.7%)
   Some confusion in my mind as to purpose of "Spelling Bee" (2.7%)
   Repetitive information (but believe it may have been valuable to others) (2.7%)

3. Topics for future workshops:

How to increase enrollment (13.5%)
Health Occupation Teachers' certification/educational opportunities for HSO instructors (2.7%)
Curriculum material (2.7%)
Entry level jobs for graduates/resources for guidance (2.7%)
Learning Disabled/OL certification (2.7%)
What is legal to teach? Specifics; what's o.k. in PA? What textbooks to use? (2.7%)
Specific criteria for the skills (2.7%)
How to avoid lawsuits/legal aspects (10.8%)
More on legal, moral, ethical issues (2.7%)
Curriculum standardization (10.8%)
Certification curriculum/beginning and developing curriculum (2.7%)
Workshop on certification for nurses' assistants (2.7%)
Progress in certification of nurses' aids/implications for education (5.4%)
Radiology exam (cluster program) (5.4%)
Needle management and care/resheathing; d/c now (2.7%)
How to adapt programs for special needs students - very specific (8%)
See A.R.C. films and programs on AIDS (2.7%)
Provide RN instructors with dental assisting and X-ray skills (8%)
Reciprocal learning techniques (2.7%)
Nonverbal communication and its effect on learning experiences (2.7%)
Specific competency-based nurse aid outline (2.7%)
Update workshops; get in touch with "real" world of today (5.4%)
Update from Ms. Beth Richards (2.7%)
More specific directions on what can and cannot be taught legally (8%)

Examples given:
Develop a task list for H.O. and have P.D.E. approve it so we are all doing the same thing and have support behind us.
"Drug classifications" -- should this be taught if no administration is taught?

Guidelines for teaching nurse assistant (2.7%)
Guidelines for teaching medical assistant (2.7%)
Procedures for working with various level students and preparation of curriculum for first year of three-year program (2.7%)
Word processing (2.7%)
Software review (2.7%)
Medical assisting (2.7%)
Good communications techniques (2.7%)
Audiovisual review and suggestions (2.7%)

4. General comments:

I came to this workshop seeking information on what may/may not be taught; from a legal standpoint, I understand and was already aware of the differentiation between the role of licensed vs. unlicensed persons. What I need to know is what the Department of Education is recommending re:

What is appropriate curriculum at secondary level?
In regard to lab procedures that are in the Berks-VT-West curriculum at the present time (finger sticks, blood count, prep slide for stain, etc., urinalysis/microscopy). Just because it's in there, is it appropriate to be teaching this? If any handling of actual body fluids is being done, I do understand how to implement safe infection control procedures. I simply need some guidelines for what to keep in the curriculum and what should be eliminated (2.7%)

I got the impression that no matter how conscientious you are, P.D.E. will help "string you up" should you encounter a legal problem (2.7%).
Something as specific as Dental should have been offered at the end of Friday's session so those of us who do not teach Dental would have been able to leave. (2.7%)
Have workship earlier in the fall (no threat of snow). (2.7%)
A podium may have made the speakers more comfortable. (5.4%)
A microphone would have been good, especially for Dr. Schooley (8%)
More time for sharing specific materials, books, etc., that teachers have found helpful in their classroom setting. (2.7%)
Would like to see a planned exam for NA/HHA programs given in similar setup Dental Radiology. (2.7%)
Great - but I'm scared of legal implications (2.7%)
A list of rules, regulation, and... exactly what we are not allowed to teach would be most helpful. I encourage you to send this material, if available, to each of us as soon as possible. (2.7%)
Please send printed information from today's presentation (2.7%)
Dr. Schooley's overheads were not easy to read. (2.7%)
What's becoming of vocational education? What is the future of Voc-Ed? (2.7%)
Every health occupation instructor teaching all the same skills that are approved by PDE due to the legal problems involved for RNs. (2.7%)
More time for group discussion and exchange of ideas (2.7%)
Could nurse practice law be sent to all RNs in attendance or those presently teaching in health occupations courses? (2/7%)
This was obviously wonderful. (2.7%)
Terrific and informative. (2.7%)

Hats off to the dynamic HOSA officers! (2.7%)
Lovely luncheon - thanks! (2.7%)
Very well run (2.7%)
The best part of the workshop was the questions raised. (2.7%)
Very nice workshop. Would like it more centrally located in state so more health occupations educators could participate. (2.7%)
Good conference. I learned valuable information and ideas to take back to school. Let's do it again next year.
The opportunity to network with others was excellent. (2.7%)
The topics chosen were relevant to today's changing emphasis in the delivery of health care. (2.7%)

Workshop Title:	EXPLORING CAREER PATH POTENTIAL
Clientele:	Junior and Senior High Vocational Guidance Counselors
Dates Offered:	January 13, 1988
Total Hours of Instruction:	5
Location:	A. W. Beattie AVTS Allison Park, PA
Workshop/Seminar Director(s):	Dr. Ona Kay L. Kinter, University of Pittsburgh
Business/Industrial Co-sponsor(s):	Allegheny Regional Planning Unit Intermediate Unit #3
Number of Participants:	55 (list on file)
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(Follows immediately)

1:50 SECTION OVERVIEW

Mr. Robert C. Alcorn
Vocational Counselor
Fox Chapel High School

1:55 QUANTITY FOOD PREPARATION

Mr. John W. Steen
General Manager
Holiday Inn - Monroeville
Mr. Jeff Stasko
Food Management, Production & Service Instructor
A. W. Beattie AVTS
Mr. Vincent Barbarino
Student, Cook-Chef Program
A. W. Beattie AVTS

2:25 HEALTH OCCUPATIONS

Mrs. Jacqueline DeStefano
Director, Public Relations, Home Health
Sewickley Valley Hospital
Mrs. Kathleen Delo
Medical Assistant Instructor
A. W. Beattie AVTS
Miss Susan Schadel
Student Nurse
West Penn Hospital School of Nursing

2:55 Wrap-Up and Evaluation

3:00 Workshop Concludes

A Workshop for Counselors--

EXPLORING CAREER PATH POTENTIAL

Wednesday, January 13, 1988
A. W. Beattie AVTS

Presented by
ALLEGHENY REGIONAL PLANNING UNIT
Intermediate Unit 3
and
CENTER FOR VOCATIONAL PERSONNEL DEVELOPMENT
University of Pittsburgh

AGENDA

8:30 a.m. Registration/Coffee

9:00 WELCOME and ORIENTATION

Mr. Joseph L. Hoffman
Chairperson, Advisory Committee
Allegheny Regional Planning Unit
Executive Director
A. W. Beattie AVTS

9:05 EXCELLENCE AT WORK

Videotape, courtesy of
A. W. Beattie AVTS

9:30 PEOPLE EQUAL TO THE TASK

Videotape, courtesy of UPERC

Mrs. Alice McKenna
Coordinator
University of Pittsburgh Equity Resource Center

9:45 SECTION OVERVIEW

Mr. John Morgan, Moderator
Vocational Counselor
Chartiers Valley High School

9:50 PRINTING AND GRAPHIC TECHNOLOGY

Mrs. Eve Eury
Owner
Gable Printing
Mr. Jim Modispacher
Printing Instructor
Langley High School

10:15 ELECTRONICS TECHNOLOGY

Mr. Sam Passafiume
President
Command Systems, Inc.
Mr. Ed Karsin
Electronics Technology Instructor
Taylor Allderdice High School

10:40 Coffee Break

10:50 AUTO TECHNOLOGY

Mr. James Bastone
Owner
Bastone Auto Service
Mr. E. A. (Bud) Niehaus
Senior Auto Instructor
A. W. Beattie AVTS
Mr. George Matthews
Owner
Franklin Auto Repair

11:20 MACHINE TRADES TECHNOLOGY

Mr. Robert Thomas
Senior Human Resources Administrator
Kerotest Manufacturing Corp.
Mr. Thomas L. Goettmann
Supervising Industrial Specialist
Trade & Industry and Industrial Arts
Pittsburgh Board of Education

11:45 Lunch - A. W. Beattie AVTS
12:30 p.m. Buffet, $3.75

12:45 SECTION OVERVIEW

Mr. Tony Indovina, Moderator
Counselor and AVTS Liaison
Shaler Area Senior High School

12:50 BUSINESS AND OFFICE OCCUPATIONS

Mrs. Roberta W. Bagnato
Vice President and Manager
Centralized Collections
Pittsburgh National Bank
Mr. Don Gamble
Job Placement Coordinator
South Vo-Tech High School
Mrs. Paula D. Pierotti
Account Executive
Allied Insurance Brokers

1:20 MARKETING OCCUPATIONS

Mr. Robert French
Agent
Affolder & Associates Insurance Ctr.
Dr. Anne Ahearn-Erickson
Supervisor
Business & Marketing Education
Pittsburgh Board of Education

1:45 Coffee Break

ALLEGHENY REGIONAL PLANNING UNIT
Intermediate Unit 3
and
University of Pittsburgh
CENTER FOR VOCATIONAL PERSONNEL DEVELOPMENT

A Workshop for Counselors
EXPLORING CAREER PATH POTENTIAL

Wednesday, January 13, 1988
A.W. Beattie AVTS

SUMMARY OF EXIT EVALUATIONS
(N=34)

PART A: Reaction

		Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1.	Topic was relevant to my needs.	59%	41%	--	--
2.	Presentations will help me provide career information to my students.	56%	41%	3%	--
3.	Presentations provided information I did not already have.	41%	50%	9%	--
4.	Workshop format was appropriate.	62%	38%	--	--
5.	Workshop location/facilities were appropriate/adequate.	71%	29%	--	--

PART B: Evaluation and Recommendation

		Excellent %	Good %	Fair %	Poor %
1.	My overall reaction.	68%	29%	3%	--

2. Major strengths of the workshop:
- Student presentations (N=12)
- Good idea to have employees (N=10)
- Panel presentations good (N=3)
- Good variety of topics (N=3)
- Coverage of business and education (N=2)
- Excellent update
- Very informative
- Learning about the real world of work
- Information for counselors who have limited knowledge of Vocational Education
- All areas represented in presentations

3. Major weaknesses of the workshop:
- Instructors not informed as to needs. Controversy between what instructor said and employer said. For example: Health-Need Nurses; Auto ((N=2)
- No hands-on experience (N=2)
- Length/sameness
- Too much emphasis on what Beattie offers
- Did not address concerns of middle school counselors

4. Comments:
- We need more programs like this -- GOOD JOB!! (N=9)
- A tour of the host facility would have been beneficial
- Workshop was a little too long
- Good film
- Thanks. It was information that I was greatly in need of to pass on to my students.

PART C: Greatest Professional Development Needs of Guidance Counselors Regarding:

1. Occupational/vocational opportunities for students:
   - Knowing where the jobs are in this area (N=5)
   - More workshops like this (N=3)
   - Updated information (N=3)
   - More awareness of "parents" that they know their children need trades/technology as well as college (N=3)
   - More opportunities to experience to Vo Tech setting
   - Attitudes
   - Plant and business tours
   - Longer school day

2. Occupational/vocational counseling:
   - More opportunity to have time for classroom observations and actually experience what the students go through daily
   - Enough time per day allotted to counselor (N=2)
   - Need to fully understand programs (N=2)
   - More in-service with practical information
   - More support and involvement on the part of the Vocational schools
   - Where do the private tech schools fit into the program
   - Materials and updated information

WORKSHOP SUMMARY

Workshop Title:	Chapter 6 Regulations and Standards Lawrence County AVTS
Clientele:	Vocational & academic administrators and teachers
Dates Offered:	February 25, 1988
Total Hours of Instruction:	5 1/2
Workshop/Seminar Director(s):	Dr. John W. Schell, University of Pittsburgh, Center For Vocational Personnel Development; Dr. Charles Gorman, University of Pittsburgh, Tri-State Area School Study Council.
Business/Industrial Co-sponsor(s):	These workshops were cooperative ventures of the Tri-State Area School Study Council and the Center for Vocational Personnel Development.
Number of Participants:	8 persons from 7 school districts Names of participants on file.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(See summary at the conclusion of workshop #4.)

WORKSHOP SUMMARY

Workshop Title:	Chapter 6 Regulations and Standards Somerset County AVTS
Clientele:	Vocational & academic administrators and teachers
Dates Offered:	March 2, 1988
Total Hours of Instruction:	5 1/2
Workshop/Seminar Director(s):	Dr. John W. Schell, University of Pittsburgh, Center For Vocational Personnel Development; Dr. Charles Gorman, University of Pittsburgh, Tri-State Area School Study Council.
Business/Industrial Co-sponsor(s):	These workshops were cooperative ventures of the Tri-State Area School Study Council and the Center for Vocational Personnel Development.
Number of Participants:	19 participants from 10 school districts. Names of participants on file.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(See summary at the conclusion of workshop #4.)

WORKSHOP SUMMARY

Workshop Title:	Chapter 6 Regulations and Standards Mon Valley AVTS
Clientele:	Vocational & academic administrators and teachers
Dates Offered:	March 14, 1988
Total Hours of Instruction:	5 1/2
Workshop/Seminar Director(s):	Dr. John W. Schell, University of Pittsburgh, Center For Vocational Personnel Development; Dr. Charles Gorman, University of Pittsburgh, Tri-State Area School Study Council.
Business/Industrial Co-sponsor(s):	These workshops were cooperative ventures of the Tri-State Area School Study Council and the Center for Vocational Personnel Development.
Number of Participants:	19 participants from 11 school districts. Participant names on file.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(See summary at the conclusion of workshop #4.)

WORKSHOP SUMMARY

Workshop Title:	Chapter 6 Regulations and Standards Beaver County AVTS
Clientele:	Vocational & academic administrators and teachers
Dates Offered:	March 25, 1988
Total Hours of Instruction:	5 1/2
Workshop/Seminar Director(s):	Dr. John W. Schell, University of Pittsburgh, Center For Vocational Personnel Development; Dr. Charles Gorman, University of Pittsburgh, Tri-State Area School Study Council.
Business/Industrial Co-sponsor(s):	These workshops were cooperative ventures of the Tri-State Area School Study Council and the Center for Vocational Personnel Development.
Number of Participants:	20 participants from 10 school districts. Participant names on file.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(See summary at the conclusion of workshop #4.)

"Seven Agonizing Steps To Chapter 6 Curriculum Compliance"

University Of Pittsburgh
Center For Vocational Personnel Development
Tri-State Area School Study Council

Dr. John W. Schell

8:30 A.M.

Introductions

Step 1: Planning Your Program

Step 2: Conducting A Needs Analysis

Step 3: Conducting An Occupational Analysis

Break

Step 4: Seeking Industry Validation

Step 5: Performing An Instructional Analysis

Step 6: Writing Performance Objectives

Step 7: Articulating Your Program

Summary & Closure

12:30 -- Lunch

Workshop Evaluation

Please comment and explain:

1. What additional information about Chapter 6 would you like to have?

2. Was there any information provided about Chapter 6 that is not necessary?

3. Was the material presented in the proper sequence to help you understand Chapter 6?

4. Are you now more ready to rewrite vocational curriculum after this workshop?

5. Additional comments?

Participant Comments

1. What additional information about Chapter 6 would you like to have?

    - -- Information from Northern Bedford for office occupations.
    - -- Perhaps some more detailed information on identifying academic competencies. - who has done it already some examples, etc.
    - -- None
    - -- I think this was very comprehensive.
    - -- An excellent job was done by John.
    - -- District workshop with vocational teachers would be helpful.
    - -- I'd like to have more information on competencies for my teachers.
    - -- I'm not aware of any additional info. A very organized and complete booklet. It really helps to put all the pieces together in an under standable & workable process.
    - -- Sample audit instrument used by BVE. More info on requirements on 'resources' and 'evaluation' sections of compliance.
    - -- Possibly a primer would be beneficial for those at various entry levels in terms of experience.
    - -- Sample articulation agreement with post-sec.
    - -- Session rather comprehensive.

2. Was there any information provided about Chapter 6 that is not necessary?

    - -- No. (21 times)
    - -- No, your monograph is very well done.

3. Was the material presented in the proper sequence to help you understand Chapter 6?

    - -- Yes (18 times)
    - -- Yes, Good organization

4. Are you now more ready to rewrite vocational curriculum after this workshop?

    - -- Yes (29 times)
    - -- Hopefully

5. Additional Comments?

    - -- Would like a copy of N. Bedford H.S. tasklist for Bus. & Office.
    - -- Well organized and presented.
    - -- Thanks -- Good presentation.

-- (1) Please send tasklist from N.B.Area school for business.

-- (2) Please send Lotus 1-2-3 template for planned courses.

-- Very well prepared.

-- Thank you for sharing your information with us--especially the booklet.

-- Excellent.

-- very organized approach to Ch.6. compliance and sound curriculum development.

-- Good Job.

-- Well done.

-- Your presentation was very informative.

-- Workshop was excellent.

-- Well organized! Informative session.

-- If possible, I would like to have you work with our teachers at our high school. I will be in contact with you once have having discussed the matter with our superintendent.

-- Presenter was well prepared -- knows his material -- relaxed, non-threatening presenter.

-- Very informative -- best I've been to yet - still overwhelming.

-- This was good for me, but would have been even better for teachers. Presenter was excellent.

-- John was well informed and an excellent presenter.

Workshop Title:	EFFECTIVE SELF-DIRECTED SEARCH AND PLACEMENT TECHNIQUES
Clientele: Marketing Education	Business, Cooperative, and Teachers/Teacher Coordinators
Dates Offered:	February 27, 1988
Total Hours of Instruction:	5
Location:	1K56 Forbes Quadrangle University of Pittsburgh Pittsburgh, PA
Workshop/Seminar Director(s):	Dr. Ona Kay L. Kinter University of Pittsburgh
Business/Industrial Co-sponsor(s):	
Number of Participants:	56 (list on file)
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(Follows immediately)

University of Pittsburgh
School of Education
Department of Instruction and Learning
CENTER FOR VOCATIONAL PERSONNEL DEVELOPMENT

Presents

DENNIS N. PAD, Ph.D.

on

EFFECTIVE SELF-DIRECTED SEARCH AND PLACEMENT TECHNIQUES

A Workshop for
Business Education Teachers
Cooperative Vocational Education Coordinators
Marketing Education Teacher-Coordinators

Saturday, February 27, 1988
1K56 Forbes Quadrangle
University of Pittsburgh

AGENDA

8:30	Registration/Coffee
9:00	INTRODUCTION
9:10	TAPPING THE HIDDEN JOB MARKET
10:30	Break
10:40	WRITING A WINNING RESUME AND COVER LETTER and FILLING OUT APPLICATIONS APPROPRIATELY
12:00	Lunch: The SECOND PLATE ($4.50 per person) Second Floor, Forbes Quadrangle
12:45	INTERVIEWING AND NEGOTIATING EFFECTIVELY
2:00	SUMMARY
2:15	Adjournment

UNIVERSITY OF PITTSBURGH
CENTER FOR VOCATIONAL PERSONNEL DEVELOPMENT

EFFECTIVE SELF-DIRECTED SEARCH AND PLACEMENT TECHNIQUES

Saturday, February 27, 1988
1K56 Forbes Quadrangle
University of Pittsburgh

SUMMARY OF EXIT EVALUATIONS

A. Participant-Respondents

Business Education Teachers	(n = 30; 61%)
Marketing Education Teachers	(n = 6; 12%)
Cooperative Vocationl Education Teachers	(n = 3; 6%)
Other	(n = 10; 20%)

B. General Reactions

SA = Strongly Agree A = Agree D = Disagree
SD = Strongly Disagree NA = Not Applicable

	SA %	A %	D %	SD %	NA %
1. Topic was relevant to my needs.	74	25	2	-	-
2. Handout materials provide guidelines that are clear and easy to follow.	63	35	2	-	-
3. Presentation will help me improve instructional content.	43	55	-	-	2
4. Workshop format was appropriate.	55	41	4	-	-
5. Workshop location/facilities were appropriate/adequate.	65	35	-	-	-

C. Reactions and Recommendations

1. My overall reaction to this workshop:

Excellent - 57%
Good - 41%
Fair - 2%
Poor - —

C. Reactions and Recommendations (Continued)

2. Major strength of the workshop:

- Handouts (n = 8)
- Dr. Pad (n = 5)
- Presenter's knowledge of the field (n = 3)
- Some good literature
- Instructor had a lot of real experience
- Good presentation
- Presenter excellent
- Successful techniques
- Appropriate topics for planning
- Information
- Wealth of information
- Relating to students' needs on their own level in most cases
- Well organized
- Quantity of information
- Appropriate topic for my students
- Fresh new ideas

3. Major weakness of the workshop:

- Limited application to high school students (n = 4)
- Too much information in a short time (n = 3)
- Nothing new was discussed (n = 2)
- No copies of resumes provides (n = 2)
- Need more emphasis on getting jobs for entry level young immature students
- Final topics were rushed
- Not enough time for questions
- Too short!
- Some repetition
- Too fast
- Sometimes hard to follow and understand

4. Comments:

- I appreciate the opportunity to learn and pass on the information to my counselors (n = 3)
- One of the best workshops Pitt has had in a long time (n = 2)
- Too long for a Saturday (n = 2)
- Handouts covering names and businesses mentioned are needed (n = 2)
- Good handouts (n = 2)
- Used time well (n = 2)
- Use of role play might have been very effective
- Need more updated studies quoted

C. Reactions and Recommendations (Continued)

5. Greatest professional development needs for teachers in my area:

- Ways to teach and promote vocational education (n = 3)
- How to motivate students to properly prepare for an interview, grooming, personal appearance, etc. (n = 3)
- Along these same guidelines and self-esteem attitudes of students (n = 2)
- Keeping up with major trends and job placements in the Pittsburgh area (n = 2)
- Access to update and preojected industry in Pittsburgh and county area
- Self-motivational needs assessment
- Employment projections
- We'd like to do this for counselors
- Adapting curriculum needs
- Help students in a depressed area

WORKSHOP SUMMARY

Workshop Title:	Helping Teachers Plan & Organize Their Vocational Program. Connelley Skill Learning Center.
Clientele:	Vocational teachers and administrators.
Dates Offered:	April 29th, 1988.
Total Hours of Instruction:	2 hours.
Workshop/Seminar Director(s):	Dr. John W. Schell, presenter & organizer.
Business/Industrial Co-sponsor(s):	University of Pittsburgh, Center For Vocational Personnel Development and Connelly Skill Learning Center.
Number of Participants:	38 participants Names filed with report.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(Follows immediately)

Handout 1.1

TODAY'S AGENDA

April 29, 1988

Helping Teachers Plan & Organize Their Vocational Program

12:30 p.m.

INTRODUCTION	Frank Bordenick John Schell
LEARNING COMPETENCY-BASED TERMINOLOGY	John Schell

Break

PLANNING & ORGANIZING YOUR VOCATIONAL COURSE	John Schell
ACTIVITY	Everyone
SUMMARY & CLOSURE	John Schell Frank Bordenick

2:30 Dismiss

WORKSHOP EVALUATION

Title of Workshop: Helping Teachers Plan & Organize Their Vocational Program

Consultant: Dr. John Schell

Date: April 29, 1988

The following results of the workshop held at Connelley Skill Learning Center on April 29, 1988 as follows:

Using a rating scale of 1 to 5, 1 being poor and 5 being excellent.

Over all Workshop Presentation:	98% of the participants rated it at 5. 2% of the participants rated it at 4.
Was it Well Organized?	100% of the participants rated it at 5.
Met the Objectives:	100% of the participants rated it at 5.
Help to Increased Understanding of the topic:	98% of the participants rated it at 5. 2% of the participants rated it at 4.
Help to function more effectively:	100% of the participants rated it at 5.

I. The most valuable things learned from this activity was how to develop and manage curriculum, assess student performance, and evaluate vocational program.

II. 98% of the teachers felt that the inservice would be more effective if there was more time spent to cater to the many different individual needs.

III. Recommendations for future inservice activities or topics:

1. More hands on exposure in organizing individual vocational course.
2. More exposure to learning competency based terminology.
3. More hands on experience for developing individual competency/task.

WORKSHOP EVALUATION

Please complete the following questionnaire on your perceived value of today's workshop. Your response is necessary for us to continue to implement quality inservice programs. We appreciate your attention and consideration.

Please check the appropriate blank:

_______Central Office Administrator
_______Building Administrator
_______Teacher

_______Support Staff
_______Counselor
_______Other (please specify)
____

Date_______________ Name of Consultant____________________

Title of Workshop____

I feel that the workshop presentation: (Please Circle 1 2 3 4 5)
Poor Excellent

1.	Was well organized	1	2	3	4	5
2.	Met the objectives	1	2	3	4	5
3.	Helped to increase my understanding of the topic	1	2	3	4	5
4.	Will help me to function more effectively	1	2	3	4	5

5. The most valuable thing (s) I learned from this activity---

6. The session leader could be more effective if---

7. I would like to make the following recommendations for future inservice activities or topics:______________________________

____

____

____

Connelley Skill Learning Center
PITTSBURGH PUBLIC SCHOOLS

PRINCIPAL
Dr. Alfred R. Fascetti
ASSOCIATE PRINCIPALS
Dr. Frank Bordenick
Savero DonGiovanni

July 20, 1988

Dr. John Schell
University of Pittsburgh
Room 4K37
Pittsburgh, PA 15260

Dear John,

Enclosed are the results of inservice workshop evaluations and a list of the personnel who participated in the inservice workshop held at the Connelley Skill Learning Center on April 29, 1988.

The Inservice "Helping Teachers Plan & Organize Their Vocational Programs" has greatly enhanced our personnel's understanding of the importance of planning and organizing vocational programs.

Thank you for your services, expertise, effort and time in making this inservice workshop a success.

If you need any additional information on the evaluation results, please call me at 338-3700.

Sincerely,

Frank G Bordenick

Frank Bordenick
Associate Principal

Enc.

1501 Bedford Ave. • Pittsburgh, Pa. 15219 • Phone: (412) 566-2000
We are an equal rights and opportunity school district

WORKSHOP SUMMARY

Workshop Title:	Workshop #1: Developing Competency-based Curriculum -- Forbes Road AVTS
Clientele:	AVTS Teachers
Dates Offered:	March 17, 1988
Total Hours of Instruction:	4 hours
Workshop/Seminar Director(s):	Dr. John W. Schell, Dr. Ruth M. Lungstrum, Dr. Ona Kay Kinter, University of Pittsburgh, Center For Vocational Personnel Development.
Business/Industrial Co-sponsor(s):	Forbes Road AVTS
Number of Participants:	30 vocational teachers and administrators.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(Follows immediately)

University of Pittsburgh
Center for Vocational Personnel Development

Forbes Road East AVTS
Monroeville, PA

March 17, 1988 Handout 1.1

INSERVICE WORKSHOP FOR VOCATIONAL TEACHERS

Today's Agenda
Workshop #1: Curriculum Development

This is the first of four one-half day workshops. All four workshops will take you through the entire process of managing competency-based vocational instruction. Our agenda for today includes:

8:00 a.m.:

- **INTRODUCTIONS AND OVERVIEW OF THE WORKSHOP SERIES.**

  Dr. John W. Schell

- **OVERVIEW OF TODAY'S ACTIVITIES.**

  Dr. John W. Schell

- **LEARNING COMPETENCY-BASED TERMINOLOGY.**

  Dr. Ruth M. Lungstrum

- **PLANNING AND ORGANIZING YOUR VOCATIONAL COURSE.**

  Dr. John W. Schell

9:40 a.m. to 10:00 a.m. - Break

10:00 a.m.:

- **DEVELOPING MODULES OF INSTRUCTION.**

  Dr. John W. Schell

- **ACTIVITY 1.1: BUILDING INSTRUCTIONAL MODULES.**

  All workshop faculty*

- **MANAGING A COMPETENCY-BASED CURRICULUM IN YOUR CLASSROOM.**

  Dr. Ruth M. Lungstrum

- **REVIEW, SUMMARY & EVALUATION**

  Dr. John W. Schell

12:00 Noon - Adjournment

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*Dr. John W. Schell, University of Pittsburgh
Dr. Ruth M. Lungstrum, University of Pittsburgh
Dr. Ona Kay Kinter, University of Pittsburgh
Mrs. Linda Giroski, Director, Forbes Road East AVTS
Mr. Quentin Martin, Asst. to Dir., Forbes Road East AVTS

EVALUATION REPORT
WORKSHOP #1: CURRICULUM DEVELOPMENT

Forbes Road East AVTS
March 17, 1988

This workshop was the first of a series of four workshops for vocational teachers at Forbes Road East AVTS (F.R.E.). To more accurately target future workshop material to the needs of the F.R.E. faculty, each was asked for direct feedback regarding their perceptions of this workshop and to identify questions for the next sessions.

The workshop evaluation had two parts including responses to 4 evaluation items, and an opportunity for open-ended comments and questions. A sample copy of the evaluation sheet is attached. The responses for the evaluation questions were as follows:

		High Degree				Low Degree		
		5	4	3	2	1		
1.	To what degree did today's workshop help you conceptualize the whole task of building competency-based vocational curriculum?	37%	43%	20%	0%	0%	n = 30	mean = 4.2
2.	To what degree did today's workshop help formalize competency-based terminology?	27%	40%	30%	3%	0%	n = 30	mean = 3.9
3.	To what degree did today's workshop help you understand the procedure for constructing modules of instruction?	33%	40%	17%	10%	0%	n = 30	mean = 4.0
4.	To what degree did today's workshop help you understand what is coming in the next workshop?	53%	30%	13%	3%	0%	n = 30	mean = 4.3

(% = 99% due to rounding error)

For more efficient analysis all questions and comments have been categorized into three areas including comments and questions for/about: (1) F.R.E. administration, (2) workshop procedures, and (3) future workshop content. Each of those questions and comments are provided on the pages that follow.

Comments and Questions for F.R.E. Administration

"What was presented was clear, but doesn't always coincide with what we had previously."

"Expense involved with teaching with a perishable product."

"The workshop was excellent. I understood all this. My confusion originates in-house."

"Can we update or change our scope and sequence now that we are better informed."

"I base my 4's on myself. Presentation was excellent. I have a good understanding, just need time to sort it out and work on it."

Workshop Procedures

"Just don't try to cover too much material too quickly."

"Additional time for one on one help from Pitt faculty."

"Specific examples in each field of instruction, not single example of field that is hard to adapt to your field."

"More time for individual instruction."

"Show more samples of established curricula. It is most helpful to be able to have a basis of comparison, understanding that it will need adapted to individual needs."

Future Workshop Content

"How to handle students not able to read."

"Students with little or no retention."

"In Human Relations Units how do we evaluate competencies."

"I would like Dr. Lungstrum to go over the grading process for us."

"Grading."

"In a service area such as Food Service!"

1. How do you get perishable supplies for all students when they travel at different speeds?
2. What do you do with all the prepared foods if they are the same items? (More than demand).

Future Workshop Content (Continued)

3. If the students are done with task but outside groups need the task to do over and over again. Should the students be expected to stop the competency they are working on and get the needed tasks done? (How does this fit into the hours you allotted on your sequence)."

"How do you control or manage students who have not developed or learned ability to stick to one task."

"Need to help establish guidelines in more detail."

"Should spend more time on modules. Spend time on Chapter 6."

"This group needs suggestions on development of a "working" Craft Advisory Committee. In my history here it has not been formal or professional enough. My experience has been that reports and suggestions for C.A.C. members concerning equipment needs have helped me to secure a grant for that needed equipment (at another school)."

"When we finally learn how to translate competencies into grades -- how do we adjust the grade for Special Needs students? When will we have time to develop modules?"

"Compliance with Chapter 6 -- how? (e.g., 7 Steps)."

WORKSHOP SUMMARY

Workshop Title:	Workshop #2: Managing Competency-based Instruction In Your Classroom. -- Forbes Road AVTS This is workshop #2 of a planned series of 4 workshops that will be presented during the 1987-88 and 1988-89 school years for the Forbes Road AVTS teachers.
Clientele:	AVTS Teachers
Dates Offered:	June 2, 1988
Total Hours of Instruction:	4 hours
Workshop/Seminar Director(s):	Dr. John W. Schell, Dr. Ruth M. Lungstrum, Dr. Ona Kay Kinter, University of Pittsburgh, Center For Vocational Personnel Development.
Business/Industrial Co-sponsor(s):	Forbes Road AVTS
Number of Participants:	30 vocational teachers and administrators.
Agenda:	(Follows immediately)
Summary of Participants' Evaluation:	(Follows immediately)

Handout 2.1

Today's Agenda

Workshop #2: Managing Competency-based Instruction in Your Classroom

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This is the second of four one-half day workshops. All four workshops will take you through the entire process of managing competency-based vocational instruction. Our agenda for today includes:

* Introduction To Today's Workshop	John Schell
* Today's Terminology	Ruth Lungstrum
* Vocational Teacher as a "Manager of Learning"	John Schell
* Strategies For Individualizing Instruction	Ruth Lungstrum
* Vocational Teacher as a "Manager of the Classroom"	Ruth Lungstrum
* Techniques For Assessing Student Performance	John Schell
* Review, Summary & Evaluation	John Schell

Evaluation Report
Workshop #2:
Managing Competency-based Instruction In Your Classroom

Forbes Road East
June 2, 1988

This workshop was the second of a series of four workshops for vocational teachers at Forbes Road East AVTS (FRE). To more accurately target future workshop material to the needs of the FRE faculty, each was asked for direct feedback regarding their perceptions of this workshop and to identify questions for the next sessions.

The workshop evaluation had two parts including responses to six evaluation items, and an opportunity for open-ended comments and questions. The responses for the evaluation questions were as follows:

		High Degree				Low Degree		
		5	4	3	2	1		
1.	To what degree did today's workshop help you conceptual the whole task of managing competency-based vocational curriculum?	15%	30%	45%	5%		n = 20	mean = 3.6
2.	To what degree did today's workshop help you manage your competency-based curriculum in the future?	15%	30%	45%	5%		n = 20	mean = 3.6
3.	To what degree did today's workshop help you teach special needs students more effectively?	10%	30%	40%	10%		n = 20	mean = 3.5
4.	To what degree did today's workshop help you in individualizing your lessons?	5%	33%	55%			n = 18	mean = 3.7
5.	To what degree did today's workshop help you in managing your classroom/laboratory?	10%	42%	42%	5%		n = 19	mean = 3.6
6.	To what degree did today's workshop help you understand what is coming in the next workshop?	15%	55%	20%	10%		n = 20	mean = 3.6

For more efficient analysis all questions and comments have been categorized into three areas including comments and questions for/about: (1) FRE administration, (2) workshop procedures, and (3) future workshop content. Each of those questions and comments are provided in the following.

Comments and Questions for FRE Administration

-- "Basic organization of MODs -- duplicating materials and cabinets for MODS. When is there time to organize materials?"

-- "I feel that aides in the classroom (vocational) are the coming concept. Teachers will need help in getting the most productivity from their aids. We will need your help."

-- "I think it would be helpful to the teachers if you could help make administrations more aware of our needs to help progress through the development of these competency-based materials. In my opinion copy facilities and printing facilities (including collating and assembly of materials) are a must for developing clear modules, etc."

"Computers are the answer to many of competency-based problems so all programs should have at least the basic equipment and software. (Its available in special needs, but again - an isolated area out of the classroom)".

"Video, in the day of TV is proven effective. Taping equipment, televisions and even the blank tapes need to be available-actually in all classrooms."

"It can be extremely frustrating to know the optimum design and construction of competency-based and not have the facilities and materials to develop it available."

Workshop Procedures

-- "Just more time to go over information & situations"

-- "More discussion needed."

-- "How to manage my classroom."

-- "You do good job."

-- "Manage service oriented classes." (Production?)

-- "Information on how to grade and evaluate a performance checklist."

-- "Mainstreaming special students in a management program."

-- "1) How to grade special education students."

"2) When is the appropriate time to remove a student from the classroom for remediation (theory/hands-on)."

"3)" Rest is unreadable.

-- "Troubleshooting -- Open discussion under each category 2.3 & 2.4. Just as we did today only in greater detail without time limits. These help by exchanging ideas."

Future Workshop Content

-- "Teachers will need more help & understanding in dealing with special needs students. I feel vocational teachers will experience in the coming years, a great demand for this type of student."

A Special Note

This workshop was conducted on the last day of school and the day after FRE faculty were notified that ten of their colleagues would be laid off due to poor enrollment prospects for the 1988-89 school year. It is uniformly believed that these circumstances adversely effected the workshop ratings.

OCA FINAL REPORT

1987-1988

Dr. Jerry Davidson, Component Coordinator

The Occupational Competency Assessment (OCA) activity of the Center is designed to administer that portion of the requirement for teacher certification which requires proven occupational skills.

At the University of Pittsburgh, the OCA coordinator was Jerry Davidson, and he was assisted by Frank Kwolek. Nancy Evanoff was the OCA Secretary.

The main objective of the OCA is to test teachers for occupational ability in their chosen field. To ensure fair testing, each candidate is asked to complete and return a questionnaire concerning their perceptions of the process of taking a trade test from this Center. A compilation of these forms follows:

University of Pittsburgh
School of Education
Vocational Teacher Education Program

OCE QUESTIONNAIRE

In our continuing effort to improve the administration of the Occupational Competency Evaluation, we are mailing this questionnaire to you. Please complete the portions of the questionnaire that pertain to the one or both parts of the test you took. Feel free to make any comments you deem necessary as we welcome your opinion of the OCE process.

Name ______________________________ Test Title ____________________
(Please Print)

Written Test Site ________________________________ Date ___________

Written Portion

	Yes	No	Uncertain
1. Were instructions adequate for reporting to the written test site?	_____	_____	_____
Comments: ______________________________			
2. Did you experience any difficulty in reporting to the written examination room?	_____	_____	_____
Comments: ______________________________			
3. Were you informed of the time to start and end the written test?	_____	_____	_____
Comments: ______________________________			

	Yes	No	Uncertain
4. Was the written test administered in a professional and expeditious manner?	____	____	____

Comments: ______________________________

	Yes	No	Uncertain
5. Were the preliminary instructions easy to understand on the written test?	____	____	____

Comments: ______________________________

	Yes	No	Uncertain
6. Did you think the written questions were clear and concise?	____	____	____

Comments: ______________________________

	Yes	No	Uncertain
7. Were any questions on your written test out-of-date?	____	____	____

Performance Test Site ____________________________ Date ______________

Performance Portion

	Yes	No	Uncertain
1. Were instructions adequate for reporting to the test site?	____	____	____

Comments: ______________________________

	Yes	No	Uncertain
2. Did the examiner give an explanation of facilities?	____	____	____

Comments: ______________________________

	Yes	No	Uncertain
3. Were the testing facilities adequate?	____	____	____

Comments: ______________________________

	Yes	No	Uncertain
4. Were the tools satisfactory?	____	____	____

Comments: ______________________________

	Yes	No	Uncertain
5. Was the equipment operational?	____	____	____

Comments: ______________________________

	Yes	No	Uncertain
6. Was the material(s) used satisfactory?	____	____	____

Comments: ______________________________

	Yes	No	Uncertain
7. Were you informed of the time to start and end the test?	____	____	____
Comments: ______________________________			
8. Was the test administered in a professional and expeditious manner?	____	____	____
Comments: ______________________________			
9. Would it have been helpful to you if you had a list of tools you were to bring to the test?	____	____	____
Comments: ______________________________			

10. How would you rate the performance examination?

	Excellent	Good	Fair	Poor
Format	____	____	____	____
Content	____	____	____	____
Clarity	____	____	____	____
Comprehension	____	____	____	____

SUMMARY OF THE YEAR'S TESTING

Number of different tests (including committee action)	27
Number of candidates (including re-takers)	75
Passed both parts	33
Passed written, failed performance	18
Failed written, passed performance	1
Failed both parts	4
Retook written, passed	1
Retook written, failed	0
Retook performance, passed	7
Retook performance, failed	1

In addition, 10 people successfully presented credentials for review.

EXAMINER'S WORKSHOP

Once every two years, it is this Center's turn to host a workshop for new and continuing examiners. Only by attending such a workshop may teachers qualify to be a trade test judge. The workshops also enable the OCA coordinators to make sure that judges are qualified and plentiful.

This year's workshop was held at the Westin William Penn Hotel in Pittsburgh. Total attendance, including Center personnel and guests, was 60. The total cost, including food, rooms, and travel reimbursements, was $1,755.75.

A copy of the agenda and a summary of the participants' evaluations are at the back of this section.

Examiners Workshop Evaluation Summary

Agenda Item	Very Good	Good	Poor	Very Poor
Giving the Trade Test	_____	_____	_____	_____
On Assuming the OCA	_____	_____	_____	_____
Future Trends in Vocational Funding	_____	_____	_____	_____
Lunch	_____	_____	_____	_____
Afternoon Session	_____	_____	_____	_____

COMMENTS AND RECOMMENDATIONS

Four times per year, the entire OCA committee for Pennsylvania meets in Harrisburg. At these meetings, common problems are discussed and solutions proffered. These meetings are invaluable and necessary for the continuity and homogeneity of the OCA program.

The staff at PDE is to be commended for their support and understanding of the OCA process. Their participation in the quarterly meetings is always beneficial. In particular, Mr. Jim Bishop adds impeccable leadership.

These people also deserve special recognition:

Ms. Nancy Evanoff, without whom there could not be a successful OCA program at this University.

Mr. Frank Kwolek, who is always willing to do whatever it takes to make sure the tests go on as scheduled.

Mr. Al Ulrich of the Pittsburgh Public Schools, whose effort in distributing, assigning, and returning the tests has saved the Commonwealth thousands of dollars.

Mrs. Pauline Rupe of NOCTI, who has never failed to give any special help needed by this Center.

The directors of the local vocational schools who are always willing to open their doors for the trade tests.

The OCA examiners, God love 'em, who are dedicated to making vocational education as good as it can be.

On a personal note, as I prepare to leave the University and hand this activity over to Frank Kwolek, I would like to say "thanks" to everyone who has helped me and humored me for the past 8 years. Y'all are great, and I'll miss you.

Jerry Davidson

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
VOCATIONAL EDUCATION PROGRAM

Fall 1987 Testing Session
for the
Occupational Competency Assessment

Certificate Title	Location of Performance	Written	Performance
Automotive Body and Fender	Eastern Westmoreland	Pass (6/87)	Pass*
Auto Mechanics	Central Westmoreland	Fail	Fail
	Brashear HS	Pass (6/87)	Pass*
Building Trades Maintenance	Steel Center AVTS	Pass	Pass
Carpentry	Connelley Skill Center	Pass	Pass
	Connelley Skill Center	Pass	Pass
	Connelley Skill Center	Pass	Pass
Drafting		Pass	Fail
Food Mgmt/Prod/Serv	N. Fayette Co. AVTS	Pass	Pass
Graphic Arts	Connelley Skill Center	Pass	Fail
		Pass	Pass
Electrical Const/Maint	Parkway West AVTS	Pass	Fail
Electrical Occupations	Ridge Avenue OVT	Pass	Fail
	Ridge Avenue OVT	Pass	Pass
Electronics Technology	Ridge Avenue OVT	Pass	Pass
	Ridge Avenue OVT	Pass	Pass
Electrical Industrial	Brashear HS	Pass	Pass
	Lawrence Co. Vo-Tech	Pass	Pass

* Retest
**Judge's Comments

Certificate Title	Location of Performance	Written	Performance
Machine Shop Practice	Allderdice Central Westmoreland	Fail Pass (11/87)	Pass Fail*
Masonry	Eastern Westmoreland	Pass	Pass
Plumbing	South Vo-Tech	Pass	Pass
Textile Prod/Fabric	Forbes Road East	Pass	Fail
Welding	South Vo-Tech	Pass	Pass

COMMITTEE ACTION (Credential Review)

Med Asst., Health Asst., Nurse Asst.	Pass
Cosemtology	Pass

SPECIAL COMMITTEE ACTION (Credential Review)

Passenger Transportation Marketing	Pass

SPECIAL EXAMINATIONS

Certificate Title	Location of Performance	Written	Performance
Graphic Arts	Langley HS	Pass	Pass
Electrical Industrial		Pass	Pass

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
VOCATIONAL EDUCATION PROGRAM

Winter 1988 Testing Session for the Occupational Competency Assessment

Certificate Title	Location of Performance	Written	Performance
Automotive Body and Fender	South Vo-Tech	Pass	Pass
Auto Mechanics		Pass	Fail
		Pass	Pass
Building Trades Maintenance		Pass	Pass
Carpentry	Connelley	Pass	Pass
	Ridge Avenue OVT	Pass	Fail
	Ridge Avenue OVT	Pass	Fail
	Ridge Avenue OVT	Pass	Fail
	Connelley	Pass	Fail
Drafting	A. W. Beattie	Pass (11/87)	Pass*
Food Mgmt/Prod/Service	N. Westmoreland	Pass	Fail
	N. Westmoreland	Pass	Pass
Electrical Const/Maint	Ridge Avenue OVT	Pass	Pass
Electronics Technology	Ridge Avenue OVT	Pass	Pass
	Lawrence County Vo-Tech	Fail	Fail
	Ridge Avenue OVT	Pass	Pass
Heating, Air Cond/Refrig	McKeesport AVTS	Pass	Pass
Machine Shop Practice		Pass	Pass
Textile Production	Franklin County AVTS	Pass (11/87)	Pass*

* Retest
**Judge's Comments

COMMITTEE ACTION (Credential Review)	
Cosmetology	Pass Pass Pass
Industrial Prod./Maintenance	Fail
Meat Cutting	Pass

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
VOCATIONAL EDUCATION PROGRAM

Summer 1988 Testing Session
for the
Occupational Competency Assessment

Certificate Title	Location of Performance	Written	Performance
Automotive Body and Fender	South HS	Pass	Pass
Auto Mechanics	Brashear	Pass	Fail
	Brashear	Pass	Fail
Cabinet Making and Millwork	Connelley	Pass	Fail
Carpentry	Perry Traditional Academy	Pass	Fail
	Connelley	Pass (3/88)	Pass*
	Connelley	Pass (3/88)	Pass*
Electronics Technology	Ridge OVT Center	Pass	Pass
	Lawrence Co. AVTS	Pass	Pass
	Ridge OVT Center	Fail	Fail
Electrical Const/Maint	Ridge OVT Center	Pass	Fail
Food Management/Prod/Service	Oliver HS	Pass	Pass
Masonry Occupations	E. Westmoreland	Pass	Pass
Scientific Data Process	University of Pittsburgh	Pass	Fail

*Retest

COMMITTEE ACTION (Credential Review)

Cosmetology	Pass
Fabric Maintenance Services	Pass

SPECIAL EXAMINATIONS

Commercial Art	Ridge OVT Center	Pass	Fail
Carpentry	Perry HS	Pass	Pass
Electrial Const/Maint	Ridge OVT Center	Pass	Pass
Indus. Elec.	Ridge OVT Center	Pass	Fail
Carpentry	Ridge OVT Center	Pass (6/88)	Pass*

PROGRAM OF RESEARCH

Dr. Ona Kay Kinter
Component Coordinator

During the 1986-87 academic year, as reported in the previous annual report, faculty met several times to discuss needed and feasible research in vocational education—research which could be done by individual faculty members or by small groups of individuals both on Pitt's faculty and elsewhere.

Three meetings were held during the 1987-88 academic year to discuss research topics and to hear a presentation from a research specialist from the Hillman Library to acquaint faculty with new and developing resources and computer-based access to resources.

Two graduate assistants, supported by the Center, were helpful to faculty during the year in their research efforts and a few other necessary chores as well. The graduate assistants were particularly helpful in finding specific literature resources and, in several instances, summarizing those resources.

The results of these planning and research efforts are unclear. Faculty members do not often make known what research they are doing or have completed or articles they have submitted for publication. And if articles have been submitted, it is months and then more months before a decision is rendered. In short, it is too early to tell the results.